R E P O R T R E S U M E S

ED 015 205 TE 000 185

NEW MATERIALS FOR THE TEACHING OF ENGLISH, THE ENGLISH PROGRAM OF THE USOE.

BY- SHUGRUE, MICHAEL F.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE SEP 66

EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. 38P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *CURRICULUM STUDY CENTERS, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, COMPOSITION (LITERARY), EDUCATIONAL LEGISLATION, GRAMMAR, INSTRUCTIONAL MATERIALS, LANGUAGE, LINGUISTICS, LITERATURE, SUMMER INSTITUTES, MLA, NCTE,

THIS REPORT FOLLOWS TWO PREPARED IN PREVIOUS YEARS BY COORDINATORS FOR PROJECT ENGLISH AND TRACES THE CONCERNS OF THE OFFICE OF EDUCATION ENGLISH PROGRAM TO JANUARY 1966. AN INTRODUCTION DISCUSSES THE GENERAL OUTLINE OF ENGLISH CURRICULUM STUDIES NOW IN PROGRESS AND RECOUNTS THE SIGNIFICANT LEGISLATION WHICH SUPPORTS THESE PROJECTS, SIMILAR RESEARCH IN THE ARTS AND HUMANITIES, AND SUMMER INSTITUTES IN ENGLISH. REPORTS ON EACH OF THE 25 CURRICULUM STUDY AND DEMONSTRATION CENTERS INCLUDE A STATEMENT OF THE PURPOSE OF THE PROJECT, AND EXPLANATION OF THE PRINCIPLES AND DESIGN OF ITS CURRICULUM MATERIALS, AND ITS CURRENT STATE OF DEVELOPMENT AND PROGRESS. THIS ARTICLE APPEARED IN THE SEPTEMBER 1966 "PMLA." REPRINTS ARE AVAILABLE FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011, ORDER U81, AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, ORDER NO. 03908. (DL)

ED015205

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PMLA

PUBLICATIONS OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA

Issued Seven Times a Year

VOLUME LXXXI SEPTEMBER 1966 (PREPRINT) NUMBER 4

NEW MATERIALS FOR THE TEACHING OF ENGLISH: THE ENGLISH PROGRAM OF THE USOE

MICHAEL F. SHUGRUE

TE000 185

Published by the MODERN LANGUAGE ASSOCIATION OF AMERICA
4 Washington Place
New York, N.Y. 10003

NEW MATERIALS FOR THE TEACHING OF ENGLISH: THE ENGLISH PROGRAM OF THE USOE

By Michael F. Shugrue

IN 1963 J. N. Hook, the first Coordinator for Project English in the United States Office of Education, reviewed briefly the growth and current status of Project English for the profession ("Project English: The First Year," *PMLA*, LXXVIII, September 1963, Part 2, 33–36). In 1964 Erwin R. Steinberg, the second Coordinator, reported at length to the profession on the history and prospects for research in English funded by the Office of Education ("Research on the Teaching of English Under Project English," *PMLA*, LXXIX, September 1964, Part 2, 50–76). He incorporated into his account summaries of the current status of each Curriculum Study Center, prepared by the Directors of the Centers themselves.

The following report, again prepared by Directors of the twenty-five Curriculum Study and Demonstration Centers, brings the historical record of the Office of Education English Program up through January 1966. Through a special pre-printing for participants in NDEA Summer Institutes and through publication in the September 1966 Directory issue of *PMLA*, the profession will again be informed of the expanding federal support for English.

The curriculum materials being developed in the Study and Demonstration Centers, which are described below, range from K–12 in language, literature, and composition, with attention to the problems of the disadvantaged, the deaf, the average as well as the able student, and the student learning English as a second language. The Study Center at Carnegie Institute of Technology was the first to complete and publish its curriculum, for grades 10–12. The Demonstration Centers at Berkeley and at Western Reserve completed their contracts with the Office of Education in 1965.

No record of Office of Education support in English can ignore the significant step forward taken by the Congress and President in October 1964, when the National Defense Education Act of 1958 was extended for three years and amended to provide financial assistance to strengthen instruction in reading, English, and other subjects, in elementary and secondary schools. The amended bill provided for the purchase of special materials and equipment and for improved supervision in English, reading, and other subjects, as well as for the support of short-term or regular session institutes for advanced study at institutions of higher education.

The new Title XI of the NDEA, under which the institute provision fell, authorized the United States Commissioner of Education to arrange, through contracts or grants, for selected institutions of higher education to operate English and reading institutes for advanced study during the regular academic year or the summer months. One purpose of the institutes, according to the Act, was "to improve the qualifications of individuals who are engaged in or preparing to engage in the teaching or supervising or training of teachers of history, geography, modern foreign languages, reading, or English in the elementary or secondary schools." In the summer of 1965, 105 summer institutes in English, selected under the direction of the third Coordinator, John C. Gerber, were held around the United States. In 1966 there are 126 institutes in English, 66 in Reading, 5 in English as a Foreign Language, and 57 for Disadvantaged Youth. While some 4800 teachers of English took part in institutes in English in the summer of 1965, nearly 5300 are participating in the summer of 1966, and nearly 5700 other teachers are taking part in related institutes.

As part of the 1965 Institute program, and again for 1966, the Office of Education licensed the English Institute Materials Center, housed at MLA and sponsored by MLA and NCTE, to gather experimental materials from the Curriculum Study Centers and to distribute these materials to NDEA Summer Institutes. In the summer of 1965, more than five million pages of materials from fourteen Centers were distributed to participants in 168 Institutes. In 1966, curriculum materials from twelve Centers are being offered to participants in 254 Institutes.

Mention must also be made of the passage of the act creating a National Foundation on the Arts and Humanities by a voice vote in the House on 15 September 1965 and in the Senate on the next day. President Lyndon Johnson

signed this historic act, Public Law 89-209, in the Rose Garden on 29 September. The full text of the act appears in the December 1965 issue of *PMLA*. Two separate national endowments are established (one for the Humanities and one for the Arts), each with a Chairman and a National Advisory Council.

The Act also establishes a Federal Council on the Arts and Humanities to coordinate activities of the two endowments. The Act authorizes $5 million a year for fiscal 1966, 1967, and 1968. An additional $5 million for the National Endowment for the Humanities and $2.25 million for the National Endowment for the Arts are authorized to match funds donated from private sources. A further $2.75 million is earmarked for grants to the states by the Arts Endowment. The National Endowment for the Humanities, headed by Dr. Barnaby Keeney as of 1 July 1966, is authorized to provide nonmatching grants and loans for research, to award fellowships and grants to institutions or individuals for training, to support the publication of scholarly works, to provide for the interchange of information, and to foster understanding and appreciation of the humanities.

University of California at Los Angeles

The California State Department of Education and the University of California at Los Angeles are currently cooperating in a project under the direction of Helen Heffernan to prepare teachers' guides based on sound principles of linguistics for teaching English as a second language to pupils of elementary school age. The guides will provide a carefully planned, two-year sequential program of instruction. Although major emphasis will be placed on the needs of Spanish-speaking children, the needs of children from other language backgrounds will also be considered.

A well-planned program for teachers of English as a second language is urgently needed in California. Many California children who speak Spanish as their native language and immigrants from all parts of the world enter the schools at all ages and with varying degrees of attainment in their previous education. To be successful citizens in their adopted culture they must learn to speak English rapidly and competently.

In addition to presenting a sequential series of lessons based on audiolingual principles of learning, the guides will contain directions to help teachers present the lessons effectively. Background material on the difference between second-language learning and foreign-language learning will be included in the teachers' guides as well as information on the principal sources of linguistic interference which occur when native speakers of Spanish or other languages begin to learn English. Suggestions for using the materials in the child's home environment and in the curriculum of the school will be provided. Because a reasonable facility with English vocabulary and sentence structure must precede any formal exposure to reading, textbooks will not be put into the hands of children at the beginning stages of instruction.

Four experienced elementary school teachers are working as writers, under the direction of four linguists at the University of California at Los Angeles. The linguists have had experience in the preparation of instructional materials and have participated in a successful project to prepare materials on the teaching of English for use in the Philippines. In addition, research assistance is being provided by advanced candidates in the doctoral program in linguistics.

The Bureau of Elementary Education, California State Department of Education, has cooperated in planning the program and in coordinating work with the schools which will test the material. Two years of preliminary experimental work carried on under the direction of the Bureau in Imperial and San Diego counties (1963–65) with funds made available by the California State Legislature have provided information on successful approaches to the teaching of English as a second language. Prior to launching the project, an NDEA Summer Institute in English as a Second Language was held at the University of California at Los Angeles. One of the subsequently appointed writers in the project served as a demonstration teacher in the Institute.

The members of the writing team are currently enrolled in a postgraduate course of study in the teaching of English as a second language at UCLA. Scope-and-sequence plans for the guides are being developed. The writers are visiting schools enrolling large numbers of non-English-speaking pupils and discussing major problems encountered by classroom teachers. The actual writing of the guides will be done within the framework of a seminar at UCLA. A first draft will be reproduced in sufficient quantity for use by teachers in selected schools accessible to the University. Teachers using the experimental materials will receive in-service education from the writers to assure their use of appropriate techniques. Evaluation of the materials will lead to modifications in the instructional materials.

The guides will be published at the end of two years. The preparation, publication, and utilization of these guides are intended to lead to:

1. Improvement in the quality of instruction provided for children who do not speak English as a native language.
2. Useful information regarding the relation of language to reading and to school success.
3. Demonstration centers for college classes and in-service education of teachers of English as a second language.

4. Development of four highly-trained specialists available as college instructors and leaders of conferences on non-English-speaking children.
5. Development of teachers who have participated in experimental use of the material as resource persons for the in-service education of other teachers.

The project began in July 1965. A final report will be made by 1 September 1967.

Carnegie Institute of Technology

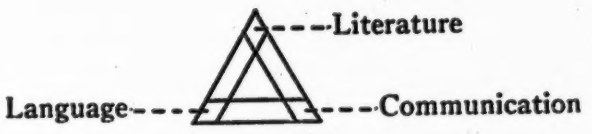
The Curriculum Study Center at Carnegie Institute of Technology completed the revision of its curriculum in the summer of 1965 and has been submitting it volume by volume to the U. S. Office of Education for release. Currently the United Business Service Company, Pittsburgh, is issuing the released volumes for sale on a non-royalty basis. These volumes have been prepared under the direction of the staff of the center: Erwin R. Steinberg, Robert C. Slack, Beekman W. Cottrell, and Lois S. Josephs.

The Center has a sequential and cumulative program in English for able college-bound students in the senior high school (grades ten through twelve). The program has had seven major objectives:

1. To develop a curriculum in literature for grades ten through twelve which will teach the student to read with understanding and sensitivity, and thus provide him with a skill essential to excellent work in college;
2. To develop a composition program for grades ten through twelve which, in ordered sequential steps, will lead to a growing mastery of writing skills;
3. To develop a sequential language program, consonant with contemporary studies in linguistics, which will increase the student's understanding of the structure, the history, and the power of the English language;
4. To develop syllabi and other teaching materials which will interrelate the programs in literature, composition, and language into a cumulative three-year sequence;
5. To test the effectiveness of the cumulative sequence by introducing it experimentally into seven high schools of diverse types and sizes in the Greater Pittsburgh area;
6. To evaluate formally the total program by means of tests given to students in the cooperating schools;
7. To contribute toward defining a standard for high school English which colleges may consider in designing their freshman courses so that learning may continue to be sequential and cumulative.

A member of the Department of Psychology and four members of the Department of English assumed major responsibility for the program. In each of the three years, two of the English professors taught one course at Carnegie and one section of the experimental program in a participating high school, and devoted the rest of their time to development and revision of the curriculum. The program included three summer planning sessions (1962–64) during which English teachers from the participating high schools worked with the staff. They planned detailed syllabi for the three courses during these sessions. After each course was developed, it was tried in the cooperating high schools during the following academic year, and then revised; tried again, and then evaluated. The first summer planning session took place in 1962. Ten teachers from the cooperating high schools, four June graduates of Carnegie Tech who were entering the English teaching profession, and the five members of the Carnegie staff addressed themselves to two problems: setting the goals for the whole three-year curriculum, and designing in detail the tenth-grade course. In the summer of 1963, a similar group composed of many of the same people designed eleventh- and twelfth-grade courses, which were taught and revised during the following academic year. Further revision took place during the summers of 1964 and 1965. The Center completed its evaluative testing program during the academic year 1964–65.

The first planning group agreed that the field of English encompasses three areas of study: literature, composition (or communication), and language. The group saw the interrelationship of these areas as fittingly represented by three interlocking triangles:



As the diagram indicates, only a small part of each of these studies is unrelated to the others: the larger portion of each, in fact, overlaps significantly with one or both of the others. In the tenth-grade course, the time for each of the areas was apportioned as follows: 56% of the class periods for instruction in literature; 26% for instruction in composition; 18% for instruction in language. The percentages at the other grade levels are approximately the same.

Further discussion led to the agreement that the core of the program should be literature—that the way to develop each course was to build its literary core first and then to organize the study of composition and language around that literary core. As a working definition of literature, the staff agreed that "literature is mankind's record, expressed in verbal art forms, of what it is like to be alive." At first glance, this may seem a sober definition; but since life can be joyous or funny as well as tragic, the staff felt it to be an adequate one. They agreed further that the writer of literature deals with universal concerns of every age and every culture, but that he is necessarily affected by the particular time in which he lives and by the particular culture of which he is a part. In the tenth-grade course, the examination of literature concentrates upon the universal concerns of man; in the eleventh-grade course, upon the modification of those universal concerns by particular culture patterns; and in the

twelfth-grade course, upon literary art forms, genres, and techniques. Although one of these emphases figures more importantly than the other two in a particular year, all three form a part of each year's program.

10th Grade World Literature	Universal concerns of man	M————	L——
11th Grade American Literature	U———	Modification by culture pattern	L———
12th Grade English Literature	U——	M————	Literary art forms; genres; techniques

Thus the tenth-grade course gives primary emphasis to the universal concerns of man as they appear in world literature (in translation): love, heroism, human weakness, portraits of social conditions or practices, and the search for wisdom. The eleventh-grade course consists of American literature which demonstrates how univeral concerns are modified by the American culture pattern from Puritan times to the present. The approach to the American literature chosen is roughly historical, but looks nothing like the traditional survey. Rather, the course focuses on important aspects of the American character as they are revealed in our literature: American Puritanism, the American desire to get ahead in the world, American optimism, and the American social conscience. The twelfth-grade course is made up primarily of English literature and gives major attention to "verbal art forms." Once again, the treatment of literature is roughly historical; but this time the focal points are various literary forms: tale, tragedy, epic, satire, lyric, novel, and drama of social criticism.

In each of the three years the students are asked not only to look at a different body of literature but to examine it from a different point of view. Each year builds on what went before, and the approach to the literature demands ever more perceptive responses. The total program is sequential, cumulative, and spiral. Consonant with the guiding principle that the entire program be taught inductively, the underlying approach to the study of literature is textual rather than historical; the selections reflect a concern for depth rather than for breadth. For even greater depth, the program often includes several works by one author when they fit the thematic structure.

The composition program is similarly sequential and cumulative.

This program considers writing as a three-part process. The writer must first isolate and define what he has to say. Ideally this process results in the statement of a topic idea arising from evidence that he has already observed or knows about. (When the writer later attempts to communicate his perceptions, he must not only state his topic idea but also substantiate it with pertinent supporting details.)

10th Grade	Idea: the writer discovers, isolates, defines his message	M————	M——
11th Grade	I———	Message sent: the writer puts it into language	M———
12th Grade	I——	M————	Message received: the writer modifies it according to the needs of his reader

To introduce the student to this process, the planning group decided in the tenth grade to focus the writing program on that part of the writing process in which the student narrows a subject to a manageable topic and then finds pertinent detail to support it. Most of these topics are relatively

simple and capable of one-paragraph development. For example, after having read Maupassant's "Old Milon," the student is asked to write a well-developed answer to the question: "What is one of the most important qualities of Old Milon's character?" It is clear that the student must isolate one characteristic and substantiate it with details from the story. In the upper years of the program the student is called upon to deal with more profound subjects requiring more complex organization, but the basic skills involved in all expository writing are given primary emphasis in the tenth-grade writing program.

The second step is for the writer to communicate his ideas in effective and appropriate language. Matters such as diction, denotation, and connotation, though discussed at every grade level, become the major concerns of the eleventh-grade composition program. Frequently the student's attention is directed to the range of meaning suggested by a single word. For example, he is asked to write on the topic: "In the title *The Great Gatsby*, how do you interpret the word *great*?"

The third step is for the writer to modify his message according to the needs of his reader. In the twelfth grade, though still concerned with isolating and organizing the message and communicating it in effective language, the student is made more aware of his reader. He is guided to this awareness by such an assignment as "Discuss for someone who has not read the first two books of *Paradise Lost* two characteristics of Satan as portrayed by Milton." Both what the student says and the way in which he says it will be modified by the fact that his reader does not know *Paradise Lost*.

The three-year language program also has a meaningful rationale.

dents to identify the form classes of nonsense words in a paragraph concocted for that purpose; but it calls for listing the words not as Class I, Class II, Class III, or Class IV words, but as *nouns*, *verbs*, *adjectives*, and *adverbs*. The first student worksheet attempts to unite the structural approach with the traditional.

Language Form Classes
Student Classroom Worksheet

The bofer manked that the sactiful doction of the nither depended upon the frontity of the very titious callents. He quiffed them how loftly the dotion ran. With these glikest zadines his klimpance was intrary.

Nouns *Verbs* *Adjectives* *Adverbs*

Assignment: Write a plain-sense version of the above passage.

The attempt here, of course, is to make the students aware of how much they already know about the structure of the English language and to help them to recognize that grammatical interrelationships in English are primarily structural. At the same time such a lesson requires that they review what they have learned prescriptively in earlier years—this time not in the same repetitious, tired way, but from a fresh point of view.

The language emphasis in the eleventh grade is on semantics (meaning). Here the units focus on such matters as a definition of language, the relation between language and culture, the use of the dictionary, the concept of definition, dialect, denotation, and connotation. One unit, for example, involves the students in the controversial issues arising from the appearance of *Webster's Third International Dictionary*.

In the twelfth grade, the important emphases

10th Grade	Structure of the language	S————	R——
11th Grade	S————	Semantics: meaning	R———
12th Grade	S————	S————	Rhetoric: the effective use of language

In the tenth grade, the student learns to see, in ways often new to him, the underlying structure of the English language. Although the lessons are built around concepts of structural linguistics, traditional grammatical terminology is often retained; the lessons attempt a practical integration of the two. Thus, the first language lesson uses the standard structural linguistic game of asking the stu-

are on rhetoric (the effective use of language) and on the history of the English language. The student works through two units on the rhetoric of fiction and exposition. In addition, in close relationship to appropriate literature, he studies the changing nature of English as it progressed from Old through Middle to Modern.

Thus the program is increasingly integrated as

it moves from the tenth through the twelfth grade. In the tenth grade, the material is integrated primarily in the sense that there is a concern throughout with basic concepts in isolating and defining the idea that the student wishes to communicate in his writing; and with the fundamental structure of the English sentence. Basing student writing on the literature and language lessons clearly serves to relate the three areas, and this is the practice at all three grade levels. In the eleventh grade, the composition emphasis (putting the message into effective language) and the language emphasis (a focus upon semantics) go very well together. Finally, in the twelfth grade, the composition emphasis (modifying the message to suit the needs of the reader) reinforces the language emphasis (rhetoric); and the roughly historical approach to English literature logically belongs with the study of the history of the English language.

The design of the program allows a teacher to adhere to the overall structure of each course without necessarily having to teach every lesson precisely as it has been planned. When the participating teachers gave each course for the first time, they made every effort to teach it according to the syllabus. However, the second time through, they felt freer to adjust the lesson plans according to the needs of their particular classes. The Curriculum Study Center staff recommends a similar procedure for anyone undertaking to teach the material. The two staff members from Carnegie Tech who taught the three courses in several different schools were particularly convinced of the need for making adjustments to suit the abilities and backgrounds of the students and the varying school conditions.

Thus the three-year curriculum, while carefully organized in day-to-day lesson plans to be sequential and cumulative, is yet flexible enough to serve the needs of a variety of high-school situations.

Carnegie Institute of Technology

During the second year of the operation of the Curriculum Study Center at the Carnegie Institute of Technology, the staff, while finding that the new courses seemed to be meeting with a high degree of success when taught to able students, began to suspect that many aspects of the program might be applicable to a broader segment of high-school students. Consequently the Director of the Center submitted a proposal to the Office of Education containing a plan for testing the effectiveness of the new program with students of average ability. The project, approved in the summer of 1964, is being directed by Robert C. Slack.

Under this project three schools in the City of Pittsburgh have each made available a class of students of average ability to be taught the new curriculum. The class in each school is at a different grade level—one tenth, one eleventh, and one twelfth grade—so that students of average ability are making use of the full curriculum in each of the two years of the project.

A second objective of this project is to discover whether the materials that the Center has prepared are in fact complete enough so that an able teacher who has not been exposed to special training in our educational philosophy and methods can teach the courses adequately, helped only by a moderate amount of in-service consultation. Accordingly, each year three promising teachers are selected who have no knowledge of the program. Half of their day is devoted to graduate study in English; in the other half they are teaching one of the new courses and keeping a careful formal record of their experiences with it. These teachers have been given the materials and texts of the courses during the summer before their teaching; but they have received no further advance preparation. Thus their position resembles somewhat that of teachers beyond the Pittsburgh area who may wish to introduce the courses into their own schools and will have to depend for guidance only upon the written material produced at the Center.

The first year of the project has been completed. In the academic year 1964–65, three teachers were engaged to teach the courses in three Pittsburgh schools. Periodically they met with the Director of the Curriculum Study Center and discussed the progress of their classes as well as certain modifications of the courses which seemed desirable. The teachers kept careful notes of their experiences throughout the school year. In the summer of 1965 they were engaged to make a comprehensive written report of their year's experience, containing recommendations for specific changes which will render the courses more effective for academic students of average ability. The reports took longer than anticipated, but they are now finished and are under consideration by the staff of the Center. They have been conscientiously prepared, and while they indicate overall that the new courses achieved a good measure of success with the students of average ability, they contain a number of reservations and suggested modifications.

One result of the first year of the program came as an unexpected dividend. The tenth- and eleventh-grade students of average ability who took the program in 1964–65 requested that they be allowed to continue with the new curriculum during 1965–66. Although this meant that boxes of textbooks had to be transferred from one school to another, the Center was so pleased with this response that it was happy to comply with the students' wishes. As a result, at the end of the second year it will be possible to see what two years of the program can accomplish for students of average ability.

According to the plan, in the fall of 1965 a replacement team of three other teachers was engaged to present the courses to average students during the current school year. These teachers, also part-time graduate students in a Master of Arts in English program, are working under conditions similar to those of the previous team. However, early in 1966 they will receive copies of the reports

of the first team of teachers, and their own courses and final reports will undoubtedly be influenced by these documents.

It is anticipated that the result of this project will be to provide help in answering two questions: (1) whether a major portion of the sequential and cumulative senior high school curriculum in English designed for college-bound students in the upper 20% according to national norms can be usefully taught to academic students of average ability; (2) whether the materials prepared by the Curriculum Study Center of Carnegie Institute of Technology are in fact clear and detailed enough so that able teachers, who have had no special preparation at the Carnegie Center, can present these courses effectively to their students. The intent of this program is, in short, to establish evidence that the curriculum developed at the Carnegie Curriculum Study Center can be used effectively more widely than was originally intended.

Teachers College, Columbia University

The TESL (Teaching English as a Second Language) Materials Development Project is producing materials in English as a second or foreign language for the first three years of primary school under the direction of Gerald Dykstra. Jointly sponsored by the Council for Public Schools and Teachers College, Columbia University, the project is financed by the U. S. Office of Education. Because the TESL materials are not an end in themselves (they form the base for a variety of research endeavors), and because they grow out of considerations of the necessary structural contrasts of English considered in the light of cultural and linguistic universals, they can be referred to as "nuclear convergences" instead of materials. But for the purpose of avoiding another technical term, they will simply be called "the materials."

Although the entire project is concerned with research in a fundamental way, there is a preeminent reason for emphasizing just one of the *research* aspects. For twenty-four years a fundamental idea among leaders in the field of English as a foreign or second language has been that separate materials are required for each linguistic or cultural background. Clues to the differing needs have been obtained from classroom observations of problems and from comparisons of a description of English with descriptions of background languages. Exercises have been prepared appropriate to the needs. These materials have raised interesting questions. The sets that have been prepared have many areas of similarity as well as many areas of difference. The similarities suggest the possibility of common problems for students from a variety of backgrounds. And the differences are a response to the differences in language background of the audience for whom the materials were prepared. Many differences seem to develop from the different natures and backgrounds of the authors involved. Other differences in existing materials seem motivated more by age differences of pupils than by their differences in language background. Still other differences are obviously motivated by relatively superficial, and almost extra-linguistic, cultural, and geographical differences, such as names of persons and places and use of common nouns with referents that are limited in distribution to the community for which the materials are developed. This is not to say that such adjustments of materials are not highly desirable and even necessary, but these are not the fundamental kinds of things that leading linguists have in mind when they speak of the need for linguistic comparisons before materials are developed. Concern for relatively minor vocabulary adjustments could appropriately and efficiently come after, rather than before, concern with the more fundamental adjustments.

Whether materials produced specifically for one cultural background work well in another is still uncertain. The data we have are primarily the informal, haphazard observations of teachers. This meager evidence, so far, seems to suggest that good materials prepared for speakers of one language work quite well, if not equally well, for speakers of other languages. One must first recognize that we *need* evidence. Then it is important to recognize that the predictions based on comparison of linguistic descriptions are *hypotheses* and that they can and should be tested experimentally. They can probably be tested in many ways. We have selected a way that ties in harmoniously with the overall needs of the project.

In order to sharpen our attack on the nature of the differences that are needed for different cultural backgrounds or different linguistic backgrounds when one is preparing materials, we have begun with the assumption that culturally different individuals need culturally different materials, and that some things are more widespread than others. In practical terms we build research on widespread or common needs in the area of language teaching by preparing a set of materials with good presentation techniques, which may then be used in two or more culturally different situations with feedback to indicate to us with greater precision the differences and the similarities in the difficulties encountered by the two groups. If we find that, with a single set of materials, one group has certain difficulties which are not shared by the other group, we will have accomplished our first step in this research. If then, in setting up new materials for the group that had difficulty, we find that the materials needed to overcome the difficulties of that group are not suitable, we will have begun to identify kinds of materials that are appropriate to two culturally different groups on the basis of experimental evidence. Formerly we said "the culturally different individual needs different materials," and then went ahead to predict on the basis of theory what these differences were. These predictions were in reality hypotheses. We have now begun to test experi-

mentally the hypotheses that we worked with before.

Some features of language are more widespread than others. In fact, some types of difficulty with the learning of English come up more often or are more persistent than others, dependent in part on distribution or lack of parallel features in other languages. Relatively few pupils have extensive difficulty in producing a satisfactory actualization of a syllable initial bilabial nasal consonant /m/ in English utterances. A much larger number have difficulty in producing a satisfactory actualization of the voiced velar nasal /ŋ/ in syllable final position. Data of this kind can be multiplied on the basis of teaching experience as well as on the basis of available studies of language structure and language universals. In the area of linguistic referents, the most common referent for the English word *hand* is probably a more widespread phenomenon than that for *microphone;* that for *food* is probably more widespread than that for *intravenous feeding;* that for *water* is probably more widespread than that for *river*. Study of widespread features of language and culture and study of universals can give us clues to widespread problems in learning English.

Another theoretical basis for the formation of the test materials derives from the assumption that languages have structure. The theoretical basis is that structural features of English must be maintained. We are not prepared to say to what extent they must be maintained, but while it is obvious that a speaker may have a "foreign accent" to the extent of failing to make certain phonemic contrasts or certain grammatical contrasts and may still be understood, due to redundancy in the system, it is equally obvious that if none of the structural contrasts are maintained a pupil will neither speak nor understand English.

A pedagogical basis might be developed for a single test set of EFL materials on the ground that the role of the teacher is to make adjustments appropriate to the needs of the students, while most appropriately the role of the materials writer is to write suitable materials for adaptation by teachers to a range of situations.

A useful tool for feedback purposes should include provision to elicit not only language practice but also language *use* in situations that require coding and decoding of messages. Toward this end we are incorporating some important pedagogical innovations in the materials:

(a) They are being oriented entirely toward multiple-unit classes. The materials are prepared so carefully for classes divided into groups of four that they become meaningless and inoperative if the class is not divided.

(b) The activities set up for the small groups always include a superordinate, non-linguistic purpose. These activities might be called games. They are not games in the play sense but rather in the sense we use in speaking of economic games, war games, peace games, etc. The rules are not arbitrary, but consonant with the situation. Language practice is subordinate to the purpose of the activity.

(c) We are incorporating the "responsive environments" concept, but in a social rather than a machine environment. This is accomplished primarily by arranging that all linguistic and action responses of the participants are real responses to real situations, not pre-determined responses to language drill situations.

(d) Each activity, to be accepted in the materials, must require the encoding and decoding of messages. There must be real communication of information that cannot be known by the hearer except through language. The speaker must always have a repertoire of possible messages, one of which he uses, unpredictably for the hearer, to accomplish his purpose. Conversely the hearer must have a choice of possible action responses from which he selects the one appropriate to the message he receives.

(e) We are developing the concept of a pedagogical use of communication. Not only must communication be present in our activities but it must be built into a system designed to work toward reinforcement of correct responses and extinction of errors. Success or failure in accomplishing the superordinate purpose serves as the framework for this function of communication. Separate means of checking on the speaker and on the responder must be built into the activity.

(f) Errors can be programmed out by capitalizing on the operations that the pupil has already mastered and using the new material as the crucial element in the communication.

Other characteristics of the materials development program of our project include: the emphasis on universals; the plan to include samples of linguistically- or culturally-oriented exercises prepared on the basis of experimental evidence of need; the design for maximum usefulness even without special teacher training and teachers' handbooks; the built-in-teacher education aspects of the presentations preceding the activities; the tie-in with physical education, music, mathematics, history, geography, and other subjects. The materials developed within this project will not constitute a total and complete course. It would be presumptuous to make claims for them beyond their present purpose as feedback bait in a number of linguistic environments.

We have accepted about one hundred communication activity units for use in our studies. About twenty of them have been sent to the first development centers. They are not all that we want them to be even for feedback purposes. Arbitrary rules have sometimes crept in. The programming of content ideas has fallen behind, crippled from the start by lack of available data. Playlets originally scheduled for inclusion in the first-year materials have been eliminated because they did not work in the small groups without the constant supervision of the teacher. Physical education type activities with a "caller" in each group and music-related activities have been substituted. There are currently eight try-out and development centers, in New York City, on the Navaho reservation in New Mexico and the Choctaw reservation in Mississippi,

in Addis Ababa, Ethiopia, New Guinea, Nigeria, Peru, and Colombia.

In English-speaking countries most English-as-a-foreign-language classes have a variety of language backgrounds represented in them. In many other parts of the world, where English is a second or foreign language, it is also common enough to find a variety of language and cultural backgrounds represented in one class. Materials prepared with one specific language background in mind, insofar as they were successful, would be the more inappropriate for these current situations. But even in those many parts of the world where pupils in classrooms have the same language background, there are serious problems connected with a reliance on the separate materials concept. There is an almost total lack of comparative studies of English and the background languages. Few writers are qualified to prepare materials on the basis of comparative studies. Many countries would find prohibitive the costs necessary to publish and distribute the different sets of materials required. Finally, in some cases, the needs for separate approaches based on individual differences are as great as or greater than those based on linguistic background. We need an intensive approach to meet the practical needs in the best possible way, and we need a frontal attack on the universals problem to meet some of the needs of mixed classes. If the project materials serve an extra-project purpose, it will be in these areas.

Florida State University

General Purposes and Procedures of the Center

Testing of three approaches to curriculum in junior high school English and of specific content and procedures is the purpose of the Curriculum Study Center in English at the Florida State University, Tallahassee, directed by Dwight L. Burton. Though sequence in curriculum must be approached, in general, on a kindergarten to grade twelve basis, there is special need for concern with the junior high school as an important transitional unit. Considerable evidence exists that the junior high school English program reveals an even greater lack of sequence and of definition of scope than either the elementary school or the senior high school.

The Florida State Center has developed three designs for an English curriculum in the junior high school based on some of the most common assumptions, both new and long standing, underlying curriculum building in English. The three curricula are being compared in a research design which involves approximately 420 students from six junior high schools in each of the three experimental groups and an approximately equal number in a control group. When the groups reach the end of the ninth grade, they will be compared in the following criteria: (1) a test on the reading of fiction; (2) a test on the reading of poetry; (3) a test on aspects of English linguistics; (4) two compositions written by each student near the end of the ninth grade and rated independently by two raters; (5) two measures of student attitude and response—one given at the end of the seventh grade, the other at the end of the ninth; and (6) a subjective analysis of teacher comments and of notes taken on visits to the schools by members of the Center staff, already largely compiled. (Measures 1, 2, 3, and 5 are being developed in the Center. The compositions referred to in 4 will each be rated independently.)

The Three Curricula

I. *Tri-component Curriculum.* In this curriculum, units in literature, language, and oral and written composition are presented in each grade according to a sequence determined by the Center staff. Though there are specific units in each of the three aspects of the subject, there is naturally some planned overlapping. Writing assignments, for example, are made in units on literature.

Seventh Grade

Literature:
1. Myth, legend, and folklore
2. Introduction to modern imaginative forms of literature

Language:
1. Semantics: I
2. Lexicography
3. Morphology and syntax: I

Composition:
Micro-rhetoric: I

Eighth Grade

Literature:
1. The novel—symbolism in fiction
2. The short story—plot development
3. Narrative poetry
4. One-act plays

Language:
1. Morphology and syntax: II
2. Dialects and varieties of English

Composition:
1. Micro-rhetoric: II
2. Modern forms of oral communication

Ninth Grade

Literature:
1. Satire
2. Drama
   a. Comedy
   b. The Classical Tragedy—*Antigone*
3. Lyric Poetry

Language:
1. Grammar of Transformed Sentences
2. Semantics: II

Composition:
1. Rhetoric and composition: invention, ordering, strategy (voice, tone, attitude)
2. Oral Persuasion

II. *Literature-centered Curriculum.* In this curriculum, the "subject-matter" of literature—

generalizations about human experience to which literary selections relate—is made the focal point of each of the six units presented in each grade. The general framework of the curriculum is provided by six "thematic" categories taught each year in the following sequence:

	Seventh Grade	*Eighth Grade*	*Ninth Grade*
The Unknown	Qualities of Folk Heroes	Deeds and Qualities of Men of Myth	Concern for the Unexplained
Frontiers and Horizons	Far Away Places	The Village	Frontiers in Space
Decisions	Courage	Responsibility	Justice
Teamwork	Team Leaders	The Family	The Team and the Individual
Man in Action	Man and Nature	Man Among Enemies	Man Alone
Relationships	Adolescents We Learn About	Close Adolescent Relationships	Mirrors (relations with self)

One or more selections of literature related to the unit theme are studied intensively in each unit. Work in written and oral composition grows out of the study of literature. Formal units in language are not presented, but considerable attention is given to principles and problems of language study. Often language study also grows out of the work in literature; work in language is developed as the teachers identify problems in the writing and speaking of particular classes.

III. *Curriculum Based on Cognitive Processes.* The subject-matter in this curriculum is again the familiar triad of literature, language, and oral and written composition. But the framework of the curriculum is furnished by certain cognitive processes, labeled: recognition of form, perception of meaning, relation of universals and particulars, generalization, and analogization. The pivotal concern is with the transition from what Jean Piaget has called "concrete operations" to "formal operations." Piaget defines "operations" as the ways in which an individual works out order. An "operation" is a type of action, a direct manipulation of objects or an internal manipulation of symbols representing things and relations. In other words, "operations" are the process of absorbing data about the real world into the mind and then of organizing the data to use them selectively in the solution of problems. Piaget's work with children has defined the stage of "concrete operations" as being about that from age seven to age twelve. The child sees order in the immediate world. He learns to perceive comparison and contrast. He senses the logic of classes and relations. The years from age twelve to fifteen Piaget calls the stage of "formal operations." Now the individual uses hypothetical reasoning and perceives the world outside his immediate personal experience. Obviously, then, the junior high school years become the chronological point for this all-important transition from the child's world of subjective immediacy to the more adult world of inference. Activities in literature, language, and composition aimed toward accomplishing for individual students this transition furnish the specifics of this curriculum.

Study of Specific Content and Procedures

The comparisons of the three curricula on the several criteria listed earlier should be illuminating, but it is possible that the testing of certain specific subject matter and procedures may be even more significant. The Center staff believes that sequences in English cannot be developed with any assurance until there has been careful testing of content and teaching procedures with different kinds of students.

The six junior high schools participating in this study represent a variety of student populations, ranging from a semi-slum group to a suburban group representing a high socio-economic level. Several specific types of content and several teaching procedures have been selected for special study in each of the schools. This general phase of the study should lead to a larger-scale investigation later.

Aspects of content being studied both in terms of student interest and general response and of student ability to grasp concepts include: concepts in semantics, sentence transformations, satire, symbolism in literature, plot structure in fiction, tragedy, and irony. Procedures receiving special study are: inductive method in study of individual selections of literature, procedures in the invention phase of composition, and small-group procedures in study of the novel.

Present Status of the Project

The tryout of the curricula for seventh grade was completed in June 1965. During the 1964–65 academic year two measures of student response and evaluation, one based on the semantic differential technique, were developed. These two instruments were administered to all students in the experimental classes in late May 1965. At that time, also, an evaluation conference was held by the Center

staff and all coordinators, principals, and teachers in the participating schools. During the summer of 1965, data from the two measures were analyzed, along with teacher comments, student materials, and notes of staff members on observations in the schools. The following tentative conclusions were drawn:

1. Student response to the three experimental curricula was generally enthusiastic in all six schools. The response to Curriculum III (based on cognitive processes) was somewhat more enthusiastic than response to the other two curricula.
2. Though achievement measures were not administered, it was the subjective judgment of participating teachers that progress in written composition was greater in the three experimental curricula than in the control group. The "why" of this remains unanalyzed.
3. Some of the concepts presented in the unit on semantics in Curriculum I simply were not grasped by the students in most schools. This information has proved useful in constructing the semantics unit for grade nine. Content in semantics is abstract and amorphous and must be approached with caution in the junior high school.
4. In general, probably, students in the seventh grade are capable of handling more mature literature than the staff of the Center had anticipated. An important distinction, however, must be made between surface, "public" responses to literary selections and personal or "private" responses. That is, a number of students are able to make correct, approved responses to selections without experiencing any kind of personally rewarding experience with the selection.
5. Concepts in language and micro-rhetoric must be reinforced by much practice and multiple explanation and illustrations. In general, the seventh graders were not given enough time for practice and reflection.
6. The sequence in composition (micro-rhetoric) must be extremely gradual. Materials and procedures in micro-rhetoric, adapted from work of the Nebraska Center, were generally successful, but the incremental steps in the sequence need to be made even smaller.
7. A highly inductive approach to individual selections of literature aroused interest on the part of both able and less able students. The effect of this method on the students' ability to read literature has not yet been determined.
8. To the considerable surprise of the Center staff, the gap between achievement and response of culturally deprived students and more fortunate students was not nearly as wide as the staff had anticipated. In the study of language and literature, the factor of cultural deprivation needs careful analysis. The study of literature may well be a common bond among students of various socio-economic levels.
9. True student interest and motivation can be generated through consideration of themes or generalizations concerning human experience with which adolescents are genuinely involved as they consider values in their own lives.

In addition to the two measures of student attitude and response mentioned earlier, the test of the reading of poetry has been completed. The test consists of ten short poems, supposedly graduated in difficulty, each followed by multiple-choice questions. The test has been given wide trial and yields a reliability above .90. The test of the reading of fiction has been completed in tentative form and will now be tried out in several schools. The test, based on the reading of a short story by Walter Van Tilburg Clark, is similar to one constructed earlier at the Curriculum Center at the Carnegie Institute of Technology.

Approximately eighty per cent of the students who completed the experimental curricula in the seventh grade are enrolled in the eighth-grade experimental classes. The eighth-grade curricula are being tested during this school year. The only difficulty so far is that the material on syntax in Curriculum I and some of the linguistic content in Curriculum III are proving highly difficult for a number of the students. The ninth-grade programs are in preparation at the present.

Gallaudet College

The Gallaudet College English Curriculum Development Center, under the direction of Harry Bornstein, is presently in its second year of work on the preparation of a secondary level curriculum for deaf students. Aside from the special learning problems of deaf students, a second characteristic of Gallaudet's work is most unusual: most of the deaf students in the United States who can function at the secondary level with the English language are enrolled in the college's preparatory program. Thus, these students and their teachers represent a very special population. It is hoped that research with this special population will transfer to the thinly spread and limited secondary school efforts with deaf students throughout the United States.

The curriculum revision effort will be based on inputs from these principal sources: (1) the pedagogical use of elements of structural linguistics, (2) the amalgamation of simple mathematical ideas or logic where appropriate, (3) the exploitation of past analyses of the deaf students' English as guides for exercise type and frequency, and (4) the utilization of appropriate second language teaching methodologies.

The curriculum effort is expected to last about three-and-a-half years. During the first year the members of the Center familiarized themselves more thoroughly with the sources mentioned above and laid plans for the curriculum effort. Some sample exercises were introduced for informal classroom tryout. Statistical analyses of the language behavior of the students were made.

A sizable number of exercises was created during the summer of 1965 for the current academic year. A one-week training session with teachers covering the logic and the use of these materials was carried out before the beginning of the school year. During the current academic year, exercise generation and revision continues. Classroom assessment of all of these materials on a largely informal basis is routinely followed.

Statistical analyses reveal quite clearly that student differences in the ability to use the language

were not similar to the maturation changes or growth of hearing students found by Kellog Hunt. Indeed, because deaf students make so many mistakes with the most elementary forms of the English language, it may be that the analytical procedures developed by Hunt are not even applicable to the analysis of the writing of deaf students. These findings would suggest that the "more usual" methods of instruction in English would not be of much value to deaf students. More specifically, it seems doubtful that a mere increase in unstructured and uncontrolled exposure to complex materials will help the deaf student very much, if at all.

Although students are sectioned by ability in the preparatory program, the new material is being used in some degree in all sections. It was designed to have four main parts: "Sentence patterns," "Sentence patterns subordinated," "Field formation," and "Words in fields and patterns." In the first units sentences are held to three fields, one word per field to teach sentence kinds: transitive, intransitive, linking, and describing; that is, in partly familiar symbols,

N V N, N V X (adv.), N V (be) N and N V (be) X (adj.)

Later units teach the addition of second and third fields in the complement, the use of sentence modifiers outside the pattern proper, zero N-field imperative patterns, also zero X-field intransitive, and expletive transformations. Lessons, exercises, and assignments in this as in all four parts are designed to teach the principle clearly and through drill in 1) marking contrasting structures, 2) manipulating structures by filling blanks and making paraphrases or transformations, and 3) controlling structures by composing sentences—to lead to language mastery.

Experience with the first part indicates need for minor revision. All exercises have some items that give trouble at the wrong places, and many need simplification or duplication with simplified vocabulary for lower sections. More important, a defect in organization is coming to light. In revision either of the following steps will be taken or a combination of both. First, it may be well to begin with drills on all the forms of the class words, on the number of nominal fields (of one and two words), and on subject-verb agreement, and on the derivative affixes which relate noun, verb, adjective, and adverb. Second, it may be well to introduce the simpler lessons of "Field formation" (part 3) at appropriate places in the first part, "Sentence patterns." Finally, generation and revision of material continues in the light of classroom experience, and earlier efforts to find and generate reading and rhetorical material keyed to points in the outline will be increased.

University of Georgia

The English Curriculum Study Center at the University of Georgia has been involved since July 1963 in planning a curriculum in written composition for kindergarten through grade six. The curriculum design includes defining objectives, preparing units which will achieve these objectives, and evaluating the materials which are prepared.

Research on the behavior of children from infancy through age twelve offered assistance in defining purposes, particularly research which identified needed changes in the writing patterns of children. Studies which examined extensive samples of children's writing indicated excessive stress on the use of personal experiences, imaginative composition, and letters at the expense of expository writing, and recommended that pupils be given continuous practice in writing that requires skill in thinking, planning, organizing, and composing, especially writing that requires the extended development of a single idea or point of view.

An interdisciplinary study of philosophy, psychology, linguistics, sociology, anthropology, and methodology revealed that scholars have until now infrequently participated in the development of curricula for elementary schools. Consequently, the teaching of composition in the elementary school has often dealt inadequately and incorrectly with pertinent contemporary knowledge. The study further revealed that programs in written composition gave little attention to planned sequences in learning. Also, the conditions under which children usually write have not contributed to attitudes about writing that encourage optimum effort and learning.

Through the process of individual study and research, seminars, and discussions, working papers were prepared on language and the process of composing. These papers included such topics as Language, the Person and Society, Language Development of Children from Five to Twelve, Psychological Concepts Essential for the Effective Teaching of Language, Written Composition in the Elementary School, the Nature of Language, the Concept System, and the Composing Process. These papers, including bibliographies, were circulated to teachers in the ten cooperating elementary schools prior to the first conference held in May 1964. Principals and teachers of kindergarten and first grades in the selected elementary schools met for two days of orientation in the work of the Center and for an introduction to the preparation of curriculum materials in written composition. The schools represent the diverse communities in the southeastern region: industrialized urban, small town, rural, mountain, Piedmont, coastal plain, public, and private. Some have had the services of language consultants, others have not. They are similar in an expressed desire to improve the teaching of written composition.

After two months of study on what language is, what is important and significant about it, the role of language in a culture and in the life of a person, these teachers began to express basic

values that suggested desirable patterns of pupil behavior and to formulate objectives for the curriculum in written composition consistent with these values. Each objective indicated a two dimensional aspect: behavior of the learner and content of English in which the learner's behavior operated. The statement of objectives established criteria for selecting content, learning activities, and teaching procedures. At the close of the two-week conference in July 1964, a tentative statement of objectives and a list of experiences whereby kindergarten and first-grade children would attain each objective were distributed for use in the cooperating schools.

During the 1964–65 school year, the staff, under the direction of Mary J. Tingle and Rachel S. Sutton, visited cooperating schools to work with individual teachers and total faculties to examine oral and written samples of children's language. To change basic attitudes of children and teachers about language requires continuous long-range work. Each school has therefore been encouraged to develop a plan for obtaining and examining continuously language samples of its pupils. The research assistants have experimented with different ways of measuring changes in patterns of pupil behavior. After these measures have been validated in other schools, they are used in cooperating classrooms.

Teachers from the second and third grades began putting together learning experiences in continuous, sequential, and integrated form. Concepts in language became the organizing elements to which work going on in other fields was related. Source units made it possible to prepare materials from which the teacher might select for use with a particular pupil. Units in tentative form have been developed on vocabulary, language structure, composition, history of the language, the dictionary, and levels of abstraction for different levels of maturity.

A typical source unit includes a statement of objectives, expected level of development of major concepts, learning experiences for attainment of objectives, evaluative experiences, and references, including books, slides, radio and television programs, films, filmstrips, pictures, and recordings. Units written during the past summer are being used and revised this year, and additional ones are being prepared.

Hunter College of the City University of New York

Gateway English

The Hunter College Curriculum Development Center in English was established in 1962 with the financial support of the U. S. Office of Education and Hunter College of the City University of New York for a five-year period. The name of the Center, *Gateway English*, was chosen to suggest its central purpose: to serve those junior high school students who are educationally disadvantaged by developing an English curriculum that will capture their interest and facilitate their learning in the English language arts.

The *Gateway English* curriculum is designed to compensate for some of the deprivations of under-privileged children and youth and to capitalize on their resources, within the framework of the English language arts. An English curriculum planned with the needs of these students in mind can, without invading the domain of the guidance counselor, include in the literature program works with heroes with whom they can easily identify, which interpret the world they live in, which incorporate minority group heroes and histories in the myth of our culture. It is probably necessary to say, although it should not be, that a literature program so selected would be desirable for all students, not merely for the disadvantaged. An English curriculum planned with the language differences of under-privileged minorities in mind will begin by capitalizing on their spontaneity and metaphoric inventiveness by encouraging oral and written expression. It will, however, make a special effort to give students an understanding of social class differences as well as regional differences in American English and to motivate them and assist them to acquire socially approved speech.

The essential teaching strategies emphasized in *Gateway English* are also designed with the needs of under-privileged and under-achieving students in mind. The method of inquiry and repeated experiences in observing, classifying, comparing, generalizing, in formulating chronological sequences and relationships, are employed throughout these units in an effort to help students achieve those learning skills which are essential if they are to overcome their educational disadvantage. Because under-privileged students tend to have limited facility in handling verbal abstractions, visual aides are used extensively to introduce concepts in language and literature.

Gateway English curriculum materials are organized in units, primarily thematic in design. Each unit comprises an anthology for students and a manual for teachers. The manuals include an introduction to the rationale and aims of the unit, daily lesson plans, exercises, and tests. Films, filmstrips, transparencies, and audio-tapes specified in the unit are provided for each experimental class. An annotated list of supplementary books for students' independent reading is supplied each teacher, and cooperating schools are urged to provide these books as classroom selections for each experimental class.

Now in its fourth year, under the direction of Marjorie B. Smiley, the Hunter College English Curriculum Center has completed a year's pilot testing of seventh-grade units in selected New York City classrooms. The seventh-grade units have been revised on the basis of this experience and are being retested in these schools and in experimental

classes in Miami, Florida, and in San Diego, California. During the present year, 1965–66, eighth-grade units will be field tested in the same selected New York City schools. Ninth-grade units are in progress.

The seventh-grade units, "A Family is a Way of Feeling," "Who Am I?" and "Coping," center on literature dealing with personal and familial themes, or with literature in which a social theme is presented in these more intimate contexts. Each of these anthologies has a range of literary types: verse, short story, drama, non-fiction, and excerpts from longer works. These three units are supplemented by a fourth, "Stories in Verse," which includes selections from contemporary popular song to folksong, art ballad, and other humorous and serious verse narratives. Each unit incorporates activities in listening and in oral and written composition as well as in directed reading.

The eighth-grade themes have a somewhat broader social focus, though the literature, as in the seventh grade, is drawn principally from contemporary American literature. Three of the eighth-grade units, "The American West," "Newcomers," and "Two Roads to Greatness: Abraham Lincoln and Frederick Douglass," have themes that correlate with the study of American history; their intent is to develop through literature dominant concepts and myths in the American experience. Historical fiction, the Western as a literary type, and a variety of literary approaches to biography are introduced in these units. At the time of this writing the staff is considering whether the beginning study of regional, social class, and foreign dialects planned for the eighth grade will be presented in lessons incorporated in the thematic units listed above, or will be introduced in a separate unit on American dialects. The poetry unit for the eighth grade, "Creatures in Verse," stresses metaphor and point of view. Increasing attention to composition is given in all eighth-grade units.

Projected ninth-grade units in the *Gateway English* curriculum will deal with the literature of ethics and social protest. A unit on the nature of American English, and, it is hoped, practice tapes to assist students in acquiring a socially-approved dialect will be included in the program next year.

Hunter College of the City University
of New York

Bilingual Readiness in Early School Years
(Finocchiaro)

Introduction

Three significant problems in the American social and political scene which have not been given sufficient consideration in educational programs across the nation were at the root of our sponsorship of the Bilingual Readiness Project.

One problem is related to the increasingly dynamic role of the United States in world affairs and the resultant need for more Americans to learn foreign languages. The idea that the acquisition of one or more foreign languages was not merely a cultural adornment but a major psychological and political weapon had been gaining currency among our national leaders in the last decade. While recognition of this need motivated some administrators to introduce FLES programs in many sections of the country, these were usually established in the third and fourth grades when many children have already passed the ideal age for learning a foreign language and for developing inter-cultural understanding. Research studies have pointed conclusively and consistently to the fact that the optimum age for acquiring near native ability in a second language, even in a monolingual learning environment, is between four and ten.

The second problem has been that of the acculturation of the million or more Spanish-speaking peoples who have come to the continental United States since 1940. Despite our social philosophy deemphasizing the melting-pot concept, these people were being forced, as had been other immigrants before them, to give up their language and culture and thus their sense of belonging and identity.

Far from having been reduced because of a generally growing social awareness, traumatic experiences which the second generation of immigrant families face seem to have increased a hundredfold in the schools. While the reasons for this phenomenon would always have been of interest to sociologists and psychologists, statistics related to high delinquency and poor school achievement were compelling school systems to examine some of the causes more closely and to try to find solutions. With only a few notable exceptions, nowhere in the reported solutions was there sufficient recognition of the possible advantages to themselves of the retention of Spanish language and culture among Spanish-speaking children and of the possible contribution the Spanish-speaking community could make in solving the problem of helping Americans acquire other foreign languages. Efforts have generally been directed toward teaching these children English and in most cases preventing them from using Spanish during the school day. These efforts ignore the fact that the children could have been given a feeling of success and status through the use of their native Spanish not only in programs for them but also in programs for continental Americans. This feeling of pride and success, experimentation has shown, carries over to their learning of English and other curriculum areas.

Another movement in the 1960's, guaranteeing that Negro children in schools would have the same opportunities as other children, made us feel that it would be morally right and educationally sound to include a large percentage of Negro children in any project that we would undertake. FLES programs have generally been offered only in classes for intellectually gifted children, gifted-

ness being based on I.Q. and reading scores. Because of factors with which we are all familiar, in too few I.G.C. classes have there been sizeable numbers of Negro children.

Over and above language considerations we know that desirable attitudes in children are best fostered in early childhood before prejudices are felt by some and acquired by others. Desirable attitudes include, primarily, positive self-images on the part of Negro and Puerto Rican children, a respect of other children for them, and a mutually accepting relationship among the three groups.

Objectives of the Project

After study of the literature in the field, observation in urban schools in which predominant patterns of pupil placement show Spanish-speaking children (often non-English-speaking upon admission to school) in classes with continental American children, both Negro and white, and discussion with sociologists, linguists, and educators, it was decided to sponsor a two-year Project in the kindergarten and first year in which the following objectives would be emphasized: the development of bilingual readiness in both English-speaking and Spanish-speaking children, and the fostering of positive attitudes toward and respect for one's own native language and culture as well as the language and culture of other groups. More specifically the Project was to attempt to: (a) stimulate Spanish-speaking children toward comprehension of and communication in English as quickly as feasible; (b) stimulate English-speaking children toward comprehension of and communication in Spanish; (c) develop this language readiness within the framework of the existing curriculum of the kindergarten and first grade; and (d) utilize the natural pride in one's own cultural heritage and language as the springboard from which to make the transition to another culture and language.

Since bilingual programs in the early grades are not generally available except in countries such as Puerto Rico, where the total learning situation and the language learning objectives are different from those in the Continental United States, we hoped that our efforts would enable us 1) to make contributions to the growing literature on the effects of bilingualism on learning; 2) to develop an approach and a methodology for a program in which two languages would be taught simultaneously by one teacher; 3) to prepare a set of materials for use in such a program; 4) to experiment with formal and informal instruments of evaluation in order to measure growth in language and in desirable attitudes.

We hoped too that a successful program would stimulate an awareness among educators that foreign language readiness had as much place in an early childhood program as reading or mathematics readiness, thus encouraging school systems to initiate foreign language programs in primary grades. We expected too that colleges and universities would become increasingly aware of the need for developing a high degree of bilingual competence among their students. Finally, in a nation like ours, which places a great premium on parent participation in education, we expected to demonstrate that a bilingual readiness program would engender parent enthusiasm and could point toward new directions in parent cooperation and community acceptance of minority groups. Parenthetically, it is important to note that in communities where the Program is in operation the presence of Spanish-speaking peoples is now considered an asset. This was not always true in the past.

Administrative Procedures

1. The program is carried out in three schools in a school district having large numbers of Spanish-speaking and Negro children. Since its inception, the Project has been divided into two sections; Section F, operating in two schools under Mary Finocchiaro and Section K, operating in one school under Paul King.

2. Kindergarten and grade one classes contain a minimum of twenty-five children. Every attempt is made to place eight or nine Spanish-speaking children, eight or nine Negroes, and eight or nine other children in a class.

3. A bilingual specialist meets with the classes (six classes in Section F) five times a week, fifteen minutes per day.

4. The regular classroom teacher remains in the room during the "bilingual" lesson so that the lesson can be an often referred-to activity during the remainder of the school day.

5. Where possible, the same children remain in the Program for two years—kindergarten and first year.

6. Tests of language ability are given to each child individually before admission to the program. Spanish-speaking children are tested both in Spanish and English. The tests are given solely to enable us to measure their growth in language comprehension and production during the two-year period. No children are excluded from the Program.

7. Tests were given at the end of the first year in Spanish and English to both groups of children.

8. Sociograms, flow charts, and other socio-metric techniques are being utilized to evaluate attitudes.

9. Observers visit the bilingual classrooms frequently to observe the growth of children in attention span, listening, ability to follow directions, ability to repeat (based on teacher's model), and the ability to respond in Spanish or English to stimuli given in Spanish or English.

10. There have been orientation meetings with school principals involved and with the classroom teachers.

11. Since the Project is carried out in cooperation with the New York City Board of Education, numerous meetings have been held with the Director of Early Childhood Education and the Director of Research.

12. Bilingual Readiness Staff meetings were held once a week. Since procedures have now been firmly established, they are held once a month. The New York City Supervisor of Early Childhood Programs attends all the meetings. The Staff consists of a psychologist, a curriculum specialist, a curriculum writer, a music specialist, a language specialist, and the bilingual teacher. Staff conferences are devoted to a discussion of the curriculum

content as observed in the actual classroom situation in order to ensure possible modification in future preparation, and to reports on reactions of children, teachers, parents, and school administrators.

Curriculum Design

1. The "bilingual" program is directly related to the K curriculum of the kindergarten and first years. The "themes" utilized for the teaching of language are those normally used in the kindergarten and first years; e.g., the classroom, the school, our family, our friends, our pets, playing together, our community, the seasons, the holidays.
2. The "themes" are introduced and developed through bilingual stories, songs, dances, and games.
3. The "themes" provide the language patterns and the vocabulary which are developed in a variety of ways within that theme and which are reintroduced, where logical, in subsequent themes.
4. The sequence of *Spanish* language learning is: (a) the children listen to the teacher as she tells a story, sings a song, or acts out a dance. Meaning is facilitated through the use of pictures, real objects, toys, and gestures. Sometimes a summary of the story or song is given in English. When necessary, an English equivalent or a word or expression is given. (b) The children together, or individual children, respond to a Spanish stimulus by dramatizing some action. (c) The children repeat or respond in chorus to a Spanish stimulus. The teacher models the response desired. (d) Individual children ask or answer questions posed by the teacher or by other individual children.
5. Spanish-speaking children act as "informants" when Spanish is the language being emphasized at the moment; English-speaking children, when English is being emphasized.
6. Initial presentation in Section F is always "live."
7. Activities that demand the highest degree of child participation and linguistic comprehension are engaged in.
8. A conscious effort is made to choose stories and pictures with which children of minority groups can identify and which will give them status in the eyes of their peers.
9. In each fifteen-minute class period it is expected that, in addition to greetings and salutations (in Spanish and English), the bilingual teacher will review familiar songs, stories, and playlets, and that she will introduce something new (a new concept, new language items, or new ways of using previously taught language items within the current theme or center of interest).

Work Done to Date

1. Observation forms, curriculum content forms, daily lesson forms have been prepared.
2. All kindergarten units have been prepared.
3. First-year programs have been completed to the end of December 1965. Themes, songs, and stories to June 1966 have been selected.
4. All "props" for the year have been gathered.
5. Two films have been made.
6. Culminating activities showing the highlights of the kindergarten program were held for parents, community leaders, and other classes at the end of June 1965.

Plans for the Future

1. The units for kindergarten and first year have to be revised and written in final form based on the comments of the observers and bilingual teacher.
2. Materials have to be duplicated for wider dissemination.
3. Three films and several city-wide conference-demonstration programs are planned.
4. Testing for language and attitudes has to be conducted.
5. Teacher, parent, and community reaction will be solicited, interpreted, and reported.
6. All forms and materials will be revised so that they will have validity in any section of the country where these materials may be introduced.

We intend to take a hard look at our material and to suggest content and activities to teachers in other areas where bilingual programs would be beneficial. If the program is expanded, we would like teachers to feel that they need no special talents except a reasonable knowledge of both Spanish and English and a conviction that a program of this kind will yield tangible and intangible benefits to children, and thus to society.

Hunter College of the City University of New York

Bilingual Readiness in Primary Grades (King)

The Bilingual Readiness Project aims to demonstrate that the need of the young non-English speaker to gain a good command of English in a monolingual American society and the need of the young native-English speaker to speak a foreign language in a multilingual world society can be made to support and reinforce each other rather than conflict with one another, as they often do in many classrooms in the United States.

The Project is based on the following observations: (1) A child's language aptitude is greatest during pre-school and primary school years; (2) A five-year-old child is still relatively free of negative attitudes, cultural and lingual; (3) Young children can often learn more from their peers than from adults; (4) A "minority" of 25–50% of native-Spanish speakers whose English language skill varies from zero to near fluency is no longer just another group of immigrants ready to be molded into the English-only stream of the American classroom. Such proportions create their own problems of language and attitudes, and inversely affect the attitude of the English-speaking peers toward another culture and language.

The Bilingual Readiness Project, under the direction of Paul and Eva King, is working to demonstrate that two language groups within one classroom can be utilized to develop (1) bilingual readiness in English as well as in Spanish among both language groups; (2) positive attitudes and respect for one's own native language and culture as well as the language and culture of other ethnic groups.

Three public schools in New York City's School District 5 provided a total of eight kindergartens during the project's first year, and a total of six kindergartens and four grade one classes during the second year for participation in the program.

Each classroom contained a large Spanish-speaking minority, a large English-speaking, white, middle-class minority, and a large English-speaking Negro minority. No selections were made with regard to intelligence, age, emotional adjustment, socio-economic background, readiness, or aptitude. The program was carried out by a bilingual teacher specialist on a fifteen-minute-per-day basis.

Because the time limitation required some decision as to program content, it was decided to concentrate on those areas of early childhood activities where language communication, both passive and active, was most engaged in by all of the children: story telling and dramatization, singing and other musical and rhythm activities, and interaction games. Program preparations started months before the classroom activities with selection and adaptation of materials. Experience indicated the need for continuous revisions and improvements. The long-range as well as week-to-week program planning gave the Demonstration Project experimental and developmental characteristics.

Once it was decided that the children's picture-story and its many variations (telling and retelling, role playing, dramatizations, pantomime, puppetry, musical adaptations, choral responses, etc.) would, for the present, form the central bilingual theme of a lesson unit, certain elements were looked for in the selection of the stories: (1) the story had to be worth telling; (2) it had to have sound emotional and psychological appeal to children regardless of their ethnic or socio-economic background; (3) the pictures had to be of high artistic quality yet simple and "telling," since this visual element formed the unifying factor in the children's bilingual experience; and (4) the story had to contain a minimum number of words and a maximum number of pattern repetitions for optimal language learning.

Even the best of American children's storybooks as well as the newer, controlled vocabulary stories had to be simplified and patterned further; illustrations had to be enlarged (a 14″×18″ format is used); and even fine pictures had to be devoid of details which could confuse the specific lingual communications, yet had to convey the meaning of the story.

Either target language has come to be used in several specific and repetitive ways which the children have learned to expect. All programs are so designed that the language emphasis can be interchanged to meet best the classroom needs of both language groups. Spanish, for instance, might be used as an introduction and conclusion for the story, as an occasional "audience aside" during the story telling, and as a comprehension check by way of questions following the story. English, in turn, would be the lingual vehicle for the actual telling of the story. This built-in flexibility also makes it possible to adjust to growth in language development.

The most exciting part of the program appears to be the original presentation of stories. To the English-speaking children an all-Spanish presentation, for instance, seems to be an intellectual challenge and an exciting puzzle to be solved. The Spanish-speaking children, in turn, listen eagerly, obviously enjoying a story told in their native language. These positive feelings form the basis for motivation to communicate in either language.

Bilingual songs and action games also are chosen to relate to the story theme, and a song or game is frequently created specially to highlight language patterns or vocabulary of the story. In addition to bilingual stories, songs, and games, the children engage every day in some pattern practice. Here, as in all teacher-pupil dialogue activities of the program, the bilingual teacher attempts to stimulate or cue each child in either target language without exerting any pressure. The children are encouraged to participate actively according to their abilities. Sometimes this participation takes the form of a bodily response, sometimes mimicry in the target languages, sometimes a choral response, and sometimes a creative response in the native or target languages. In this manner the children come to feel that ideas and feelings can be communicated in a number of ways, through any number of languages. The simultaneous aspects of the program can be increased through properly applied electronic instrumentation. It is possible, for instance, to present a bilingual story so that the native-Spanish speakers hear it exclusively in English, while, at the same time, the native-English speakers hear only the Spanish version; yet the entire class remains together engaged in the same activity.

All kindergarten and grade one teachers participated actively in the program and expressed a desire to expand it through follow-up activities of their own, beyond the fifteen-minute-per-day limitation. Tape recorders, headphones, and cartridge tapes containing recordings of all the songs and action music of the program were set up in some classrooms and used by regular classroom teachers. Parents of all ethnic and racial groups, as well as school administrators, supported the program with enthusiasm. This seems significant at a time when the New York City school system, like so many others, finds itself in the midst of pressures from various groups. The English-speaking parents, both White and Negro, have embraced the project as a welcome enrichment program; the Spanish-speaking parents have expressed warm feelings for the program. One of the major areas for further study is the need for FL teacher training in early childhood education. Preliminary investigation has shown that practically no institutions or certification boards provide for a combination of early childhood and language training, not even for FLES teachers; yet the similarities between the principles guiding early childhood development and the principles guiding language learning are quite clear. A pre-FLES training program will have to

become a reality if language instruction is to take full advantage of the inherent FL readiness in the early years.

University of Illinois

ISCPET is a condensed acronym for the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers. As that mouth-filling designation suggests, ISCPET differs from the other Centers in that it concentrates not on curriculum for pupils but on curriculum for teachers and prospective teachers. Twenty Illinois colleges and universities, responsible as a group for preparing five to six per cent of the junior and senior high school English teachers of the United States, have combined their resources for two major purposes: to evaluate systematic improvements in their own programs for preparing teachers, and to conduct a number of special studies designed to answer some of the especially vexing questions about teacher preparation.

ISCPET began operation in August 1964 and will continue through July 1969. Its director is J. N. Hook, Professor of English, University of Illinois; its associate director, William H. Evans, Associate Professor of English Education, University of Illinois; and its research associate, Paul H. Jacobs, formerly supervisor of English for the State of Florida, part of whose ISCPET assignment was described, only half-facetiously, as the responsibility to read and digest everything that has ever been written about the preparation of English teachers. Hook and Evans are two of the members of ISCPET's Executive Committee; the other three are from other institutions, and currently are Professors John Gerrietts, Loyola; Justus Pearson, Illinois Wesleyan; and Roy Weshinskey, Southern Illinois.

Each institution has designated two institutional representatives, one from English and one from Education. Since English and Education must cooperate in order to effect significant curricular changes, this dual representation was built into the Center's proposal, and so far it has worked very well: when dedicated men and women share a serious purpose, barriers of language and point of view tend to be ignored, while the diverse backgrounds result in discussion informative to both groups.

Institutional representatives meet at least twice a year. The Executive Committee meets four or more times a year. Representatives of the headquarters staff visit each campus at least annually. Each institution has an ad hoc committee, composed of persons in English and Education and sometimes other disciplines, which meets regularly for the primary purpose of re-examining the institution's own curriculum and initiating improvements.

In the fall of 1964, the institutional representatives met for two days with the ISCPET advisory committee: Roger Applebee, Illinois (substituting for James R. Squire); Harry S. Broudy, Illinois; Dwight L. Burton, Florida State; Robert Bush, Stanford; Nelson Francis, Brown; Nathaniel Gage, Stanford; Alfred H. Grommon, Stanford; Clarence Hach, Evanston, Illinois, Township High School; William Riley Parker, Indiana; Loren Reid, Missouri; and William D. Sheldon, Syracuse. At another meeting, Illinois superintendents, principals, supervisors, high school department heads, classroom teachers, and a representative of the State Department of Public Instruction offered their counsel.

On the basis of these two meetings and after intensive study and discussion, the representatives brought out a preliminary statement called "Qualifications of Secondary School Teachers of English." About sixteen thousand copies of this statement have been distributed, and it has been published in *College English* (November 1965). Reprints are available without charge. The statement serves, among other purposes, as a guide that the twenty institutions are using page by page as they examine their own curricular offerings. Also, it will be used as the basis of a "final" statement in 1969.

ISCPET is cooperating with the MLA-NASDTEC-NCTE study intended to prepare publications on standards of preparation in English for elementary and secondary teachers. The director of ISCPET meets periodically with the other group, and Michael Shugrue, associate director of the MLA-NASDTEC-NCTE study, has met once with ISCPET representatives. Although the two projects are mutually reinforcing, they differ in several ways. One major difference: the MLA-NASDTEC-NCTE project is based on theory and consensus, while ISCPET stresses action research.

The action research is conducted largely within the participating institutions, although bibliographies and other materials are sent out periodically from the headquarters office. The projects so far under way are:

Aurora College. A special two-semester internship program involving prospective secondary English teachers as assistants in the teaching of college freshman English classes.

Bradley University. Cooperative study of literature programs being coordinated by North Central College. A study to determine the validity of a minimal composition program for students entering a career of English teaching, if the students study composition at the optimum time. A fact-finding survey of the present status of the teaching of English in grades ten, eleven, and twelve of the Illinois schools.

DePaul University. Development, teaching, and evaluation of the results of a special course in advanced English composition, designed especially for prospective teachers of Secondary English.

Illinois State University. A fact-finding survey of the present status of the teaching of English in grades seven, eight, and nine in Illinois schools.

Illinois Wesleyan University. Cooperative study of

literature programs being coordinated by North Central College.

Knox College. The preparation of video tapes and kinescopes, and the use of them in the training of prospective secondary English teachers.

Loyola University. The development, teaching, and evaluation of a secondary English methods course, with the major emphasis being on the developing of critical thinking skills on the part of prospective English teachers. Cooperative study of literature programs being coordinated by North Central College.

Monmouth College. Cooperative study of literature programs being coordinated by North Central College.

North Central College. An evaluation of the effectiveness of the reorganization of its teacher training curriculum in 1957–58. Coordination of the cooperative study of the literature programs of Bradley University, Illinois Wesleyan University, Loyola University, Monmouth College, and North Central College.

Northwestern University. A study of the effectiveness of a filmed training program in composition for teachers in service as an agent of change in the secondary school.

Olivet Nazarene College. A comprehensive study of the personal and academic qualifications essential to the successful teaching of the slow learner in high school English, and the structuring or modifying of the curriculum for the preparation of teachers, embodying elements of training found desirable.

Rockford College. A project involving the use of tape recorders in helping prospective English teachers to develop the skills of evaluating written composition.

Roosevelt University. Modification of the program of prospective secondary English teachers to include historical and structural linguistics, and a study of the effects of such a modification.

Saint Xavier College. Development of a classroom observation schedule to be used in the evaluation of the English teacher's effectiveness in developing reading skills appropriate to the secondary school level.

Southern Illinois University. Development of an opinionnaire concerned with particular areas of language and an analysis of the returns from the opinionnaire's administration to prospective English teachers and teachers in service.

University of Illinois. Development, administration, and analysis of an examination based on the ISCPET "Qualifications of Secondary School Teachers of English: A Preliminary Statement."

Western Illinois University. Development, teaching, and evaluation of the results of a course for teachers in service devoted to the practical application of linguistics, of principles of composition, and of various approaches to the teaching of high school students of varying levels of ability, particularly the slow learner.

Greenville College and the University of Chicago have not yet begun special studies. Illinois Wesleyan and Monmouth are expected to conduct additional special studies. Each study is financed through terms of a memorandum of understanding with the University of Illinois, the contracting agent with the U. S. Office of Education.

At the end of five years, ISCPET hopes to have made through its special studies a number of meaningful contributions to existing research in teacher preparation. In addition, it hopes to serve as a model to show how curricular reform in English teacher preparation can be effected systematically instead of in the customary patch-by-patch method. Finally, it hopes to prepare, besides its official final report, a book, addressed to those who prepare teachers and to teachers and prospective teachers themselves, entitled tentatively *What Every English Teacher Should Know.*

Indiana University

Before attempting to design courses of study in English for all academic ability groups, curriculum planners must decide what English is. In the early stages of its project, the IU Curriculum Study Center agreed that "English is language, literature, and composition—period."[1] With that definition in mind, the Center staff, directed by Edward B. Jenkinson, seeks to discover how those three components of English "act, interact, change, and grow like the living things that all three are,"[2] and to identify their structures—the underlying concepts. Once identified, concepts need to be ordered in terms of the maturity and academic ability of the students being taught. The basic concepts remain the same for all students; the assignments and teaching methods vary.

Originally, the IU Center thought in terms of developing three distinct courses of study for academically-talented, average, and slow-learning students in grades seven through twelve. But the search for fundamental concepts and the attempt to order them convinced the Center staff that basic concepts should be presented to all students through content that challenges each group. Perhaps the following illustrations will best explain what the IU Center is about.

In composition for junior high school students, the IU Center believes that the basic concepts to be presented are the classical rhetoricians' principles of *inventio* and *dispositio*, which are basic to an understanding of the process of writing. Before a writer can write anything, he needs first to examine his topic—*inventio*. He needs to ask questions of his subject—finding the matter, searching for terms, and finding the words—to present his subject clearly to a definite audience. Then he needs to discard irrelevant matter and arrange pertinent facts—*dispositio*—in an order that works for both his subject and his audience. The processes of *inventio* and *dispositio* are the same for all students. The words that teachers use to present the principles differ, and the standards for evaluation become less rigid with lower ability groups, but the basic concepts remain the same. *Inventio* is the focal point of six structured assignments in grade seven and *dispositio* in grade eight; both *inventio* and *dispositio* are reinforced in grade nine. The six structured theme assignments form the backbone

[1] William Riley Parker, "The Concept of Structure in English," *The Educational Record for July 1962* (Washington, D. C.), p. 212.

[2] Ibid.

of the composition program; other written assignments stressing those rhetorical principles stem from the literature and language units.

In language and literature, the concepts for all ability groups are the same; the matter selected for presentation and the teaching methods may differ, but not always. For example, the IU Center is discovering that slow-learning students can master some of the complexities of syntax in an inductive approach that emphasizes structures of English sentences through building, not analyzing, them. As Jerome Bruner wrote in 1960, "Good teaching that emphasizes the structure of a subject is probably even more valuable for the less able student than for the gifted one, for it is the former rather than the latter who is most easily thrown off the track by poor teaching."[3]

In the poetry program for grades seven through nine the elements of poetry are presented to all students. Activities are arranged according to difficulty, from the simple and concrete to the more abstract, so that the same sequence may be presented, with appropriate modifications, to non-academic, average, and academically-talented students. The program is cumulative in that emphasis, which is first on sound and beat, then moves to include story, idea, picture, and metaphor.

The IU Center, then, is concerned with the discovery of fundamental concepts in language, literature, and composition (oral and written), and with the ordering of those concepts in inductive teaching programs which may be adapted for students of varying abilities. The courses of study being prepared are not outlines, but adequate descriptions of content and methods.

A brief summary of the contents of each of the nine volumes to be completed and their probable publication dates follow:

1. *Essays on Teaching Literary Forms, Language and Composition*—Fall of 1966. This volume, written by professors at Indiana University, will contain essays on teaching the novel, short stories, essays, drama, biography and autobiography, poetry, composition (oral and written), and language.

2. *Literature for Junior High School Students*—Winter of 1966–67. The literature program will include explications of one novel for each grade level and for each ability group, plus units on mythology, the Bible as literature, poetry, short stories, essays, biography and autobiography, and drama.

3. *Language for Junior High School Students*—Winter of 1966–67. Basic concepts for all students are presented in units on connotative and denotative meanings of words, use of dictionaries, how words are formed, how words change meaning in time and context, introduction to phonology and morphology through prefixes and suffixes, roots and combining forms, a brief history of the English language through borrowed words, usage, and a spelling program that attempts to establish phonemic-graphemic relationships. Two separate pedagogical grammars, one for talented and average students and one for slow-learning students, will be included.

4. *Composition for Junior High School Students*—Winter of 1966–67. Like the volumes on literature and language, this volume will contain cross references to the other two components of English. The composition program emphasizes the principles of *inventio* and *dispositio* in six structured theme assignments for each grade level, and also suggests assignments stemming from the study of literature and language.

5. *Literature for Senior High School Students*—Winter of 1967–68. Like its companion for the junior high school, this volume will contain explications of novels for each of three ability groups within each grade, plus units on poetry, short stories, essays, biography and autobiography, drama, comedy, tragedy, and satire.

6. *Language for Senior High School Students*—Winter of 1967–68. The formal study of syntax ends in junior high school for academically-talented and average students. The pedagogical grammar for slow-learning students will be printed in the volume for junior high. This volume for grades ten through twelve will contain units on cultural levels and functional varieties of usage, semantics, lexicography, and dialects.

7. *Composition for Senior High School Students*—Winter of 1967–68. Continuing with six structured theme assignments for each grade, this volume will emphasize *elocutio*, persuasive and argumentative writing, semantics, usage, and logic.

8. *Sources*—Summer of 1968. This volume will contain annotated bibliographies of textbooks, references, audio-visual materials, and *desiderata* for future publications.

9. *Speech in the Senior High School*—Spring of 1966. Elective courses in oral composition include a basic course emphasizing informative and persuasive speeches, discussion, and parliamentary procedure; an advanced course concentrating on discussion and debate and argumentative and persuasive speeches; and courses in theatre arts and radio and television broadcasting.

In addition to the nine volumes, the Center staff also produces a newsletter to inform teachers in Indiana of its progress. *The Newsletter* contains sample units and essays.

University of Michigan

The program at the University of Michigan, under the direction of Daniel Fader, concerns itself primarily with the attitude toward reading and writing of the student who is usually classified as "general" in high school, and who, in another context, is sometimes identified as disadvantaged. Such a student's literacy is often marginal and he is customarily credited by his teachers with having a "practical" mind: that is, he needs to perceive and be able to judge the immediate relationship between cause and effect before he can be successfully motivated. His questions about literature are often put in terms of "What does it mean to me?" which is only a more specific version of his questioning answer "Why should I?" to the demands of reading and writing. The purpose of the program called "English In Every Classroom" is to help the men and women who teach such students to supply them with answers that will satisfy their questions and their needs.

This program is designed to provide the general

[3] *The Process of Education* (Cambridge: Harvard University Press, 1960), p. 9.

student with motivation for reading and writing even as it provides him with appropriate materials upon which to practice and with which to reinforce his literacy. Its potential significance to education lies in its systematic expansion of what good English teachers have done or tried to do or wanted to do in schools and classrooms everywhere: convince their colleagues in all subjects that English must be taught by each teacher in every classroom, and provide materials for teaching literacy which invite the general student to learn. All aspects of the program proceed upon the assumption that the chief problem in teaching literacy is not the problem of intellect but the problem of motivation. The program further assumes that in the teaching of literacy, as in the teaching of all other skills, the student's desire to learn makes learning probable. That this program may be the first school-wide approach to the language problems of the general student says something for the acute nature of the need in that area. Equally revealing is a discovery made by the psychologists who are responsible for testing the program: within the varied and subtle spectrum of devices invested and validated for the testing of literacy, almost no work at all has been done in the vast area of testing *attitudes* toward reading and writing.

Members of the Departments of English and Psychology and of the School of Education at the University of Michigan have been engaged for the past two years in shaping and testing a program for the teaching of English in the W. J. Maxey Boys Training School at Whitmore Lake, Michigan. The English program at the Maxey School, which is now also being used in the Garnet-Patterson Junior High School in Washington, D. C., is the source of methods for teaching English described here.

"English In Every Classroom" describes a program which is based on the dual concepts of SATURATION and DIFFUSION. The first of these key concepts, SATURATION, considers the influence of the child's total school environment upon any attempt to give him functional literacy. It proposes to so surround the student with newspapers, magazines, and paperbound books that he comes to perceive them as pleasurable means to necessary ends. The advantages inherent in selecting such materials for classroom use are great. First, and most important, all newspapers, most magazines, and the great majority of paperbound books are written in the knowledge that commercial disaster is the reward for creating paragraphs that people *should* read. With the choice a clear one between market success and business failure, publishers, editors, and writers have made their own survival dependent upon discovering what people *will* read. This program advances the radical notion that students are people and should be treated accordingly when being induced to learn how to read. Therefore, newspapers, magazines, and paperbound books become obvious choices as texts for the classroom.

A second and perhaps important advantage in the selection of such materials to saturate the student's school environment is their relationship to the world outside the school building. No one believes that we are training children from any social level to be performers in school; every one believes that students come to the schools to learn skills they will need when they leave school, no matter what the level at which they leave. And yet, instead of importing materials from that world for the teaching of the literacy that world requires, we ignore such materials as unworthy of the better world we teachers are dedicated to creating. This program yields to none in its desire to help make a better world. It is equally strong, however, in its desire to educate students to deal with the world as it is. No literature better represents that world than the various periodicals and softbound books which supply the basic materials for the saturation program.

The third advantage of these materials is closely related to the second. Not only do newspapers, magazines, and paperbound books *enable* the student to deal with the world as it is, they also invite him to do so. All educators are only too familiar with the school-text syndrome, that disease whose symptoms are uneducated students and unread materials—unread not because of their good quality but because of their bad format. School texts often go unread just because they are school texts and apparently have very little to do with the non-school world. One certain way to break the syndrome is to remove the proximate causes—in this case traditional school texts—and substitute newspapers, magazines, and paperbound books in their place.

SATURATION applies in principle not only to the selection and distribution of periodicals and softbound texts throughout the curriculum, but to the explosion of writing in the student's school environment. This explosion is based upon the practice of DIFFUSION, the second of the two key concepts in the design of "English In Every Classroom" and the concept from which the program primarily takes its name. Whereas saturation refers to the materials used in every classroom to induce the child to enter the doorway of functional literacy, diffusion refers to the responsibility of every teacher in every classroom to make the house of literacy attractive. In discharging this responsibility, every teacher becomes an intermediary between the student and functional literacy. In order that the student may come to view writing as a means to all ends, all ends which he pursues in a scholastic context must insist upon writing as the means through which they can be approached. In short, every teacher becomes a teacher of English and English is taught in every classroom.

Western Michigan University

The Modern Language Association, the National Council of Teachers of English, and the National Association of State Directors of Teacher Educa-

tion and Certification (NASTDEC) are cooperating in a nineteen-month program to write guidelines for teacher certification in English. Supported by a contract of $172,214 from the USOE, the project is under the direction of William P. Viall, Executive Secretary of NASDTEC and Coordinator of Graduate Programs in the School of Education at Western Michigan University, and has its headquarters on the Western Michigan campus at Kalamazoo. Eldonna L. Everetts, Assistant Executive Secretary of NCTE, and Michael F. Shugrue, Research Associate in English for the MLA, are serving as Associate Directors. An Advisory Board, including such prominent educators as Charlotte Brooks, Albert Grommon, Albert Marckwardt, and Robert W. Rogers, the Executive Secretaries of MLA and NCTE, NASDTEC officials, and a representative of the National Council of Chief State School Officers, met in September in Denver, Colorado, to establish procedures for the study and to draft the first outlines of the guidelines. The ETPS (English Teacher Preparation Study) will call together scholars, teachers, supervisors, and certification officials to draft and refine guidelines which should serve two principal functions: to aid certification and accreditation officials in establishing certification standards within the states and in facilitating reciprocity for teachers, and to assist colleges and universities in developing and improving their own teacher preparation programs in English.

The first of four regional conferences, involving seventy persons, was held in Boston following the November convention of the NCTE. At the second regional conference in Salt Lake City in January, ninety persons discussed and reworked the guidelines document. A meeting of the Advisory Board in New Orleans late in January discussed issues which had been raised in earlier conferences and worked to ready the guidelines for a national mailing in April to hundreds of department chairmen in English and in Education, to state officials, and to NCTE affiliates. The third regional conference, to be held in Iowa City in May in connection with the Midwest MLA meeting, and the fourth, to be held in Charlotte, North Carolina, at the meeting of the South Atlantic MLA, will lead to a national conference of 175 persons in Chicago in January 1967. Members of the staff have already held report sessions and half-day working sessions at meetings of ISCPET, the South Central MLA, NCTE, and MLA. Progress reports will be presented in the spring to meetings of AACTE, ASCD, CCCC, Conference on English Education, ACEI, IRA, and NASDTEC. In addition, state-level meetings on the model of that held in Utah in January will take place around the country throughout the spring and fall.

The current guidelines document, which will be submitted to a wide sampling of the profession for review and comment, preserves the traditional division of English into language, literature, and composition, but it also attempts to make recommendations about fifth-year programs, the role of a general or liberal arts education in the preparation of elementary school teachers and secondary teachers of English, and the professional preparation of the teacher.

University of Minnesota

The University of Minnesota English Project is devoted to the development and preliminary evaluation of a series of teaching materials on the nature and uses of the English language. The materials are being produced in the form of resource units for use in grades seven through twelve. The project, directed by Stanley B. Kegler, is now midway in the fourth year of its five-year program. Currently, the center is completing materials, gathering reactions from teachers and students using the materials, making other estimates of the usefulness of the materials, conducting teacher training programs, developing tests, and informing interested teachers and administrators.

Completion of materials. Thirty-one teaching units, spread across grades seven through twelve, are being prepared by the center. Twenty-four have been printed or are ready to be printed, five are being edited and revised, and one is yet to be written. The complete units, with only three exceptions, were written during the first two years of the project and revised during the summer of 1965. The three exceptions were written during the summer of 1965. The five units written in 1965 (which are now being edited and revised) are devoted to introducing generative grammar to junior high school students. The one unit yet to be written, for the eleventh grade, deals with English as used in countries other than the United States. A list of the units is appended to this report. In addition to the basic units and materials, packets of student readings are being printed. In the case of junor high school units, which tend to be shorter than senior high units, the readings for all units at a given grade level are being bound together in a single booklet. Readings for senior high will appear as booklets for each unit.

Reactions of teachers and students. A combination questionnaire and free response evaluation form being used by teachers in the program and a similar form being prepared for use by students will gather the subjective reactions of teachers and students from the thirty-three junior and senior high schools in which the materials are being used.

Other estimates of the materials. Administrators of the school systems in which the project materials are being used agreed to supply pertinent test data about students, so that some additional estimates can be made about the usefulness of the materials. The most thorough evaluation will be made with students in Hopkins, Minnesota, schools (a Minneapolis suburb), where the materials are being

used in all grades, seven through twelve. At each grade level at least one section of average-ability students is using the project materials and at least one comparable section is continuing with the established course of study. The extensive information about student performance already gathered by the Hopkins schools will be compared with additional information gathered during the spring and fall of 1966. Although the Hopkins study does not constitute a controlled experimental evaluation, careful factoring out of variables should allow for some tentative statements about the effectiveness of the materials.

Teacher training programs. During the 1965–66 academic year the teachers in the Hopkins schools are meeting two hours per week with members of the English Project staff to provide a forum for discussing the entire sequence of materials, furnish background information for teaching the units, examine alternatives and modifications of the suggested activities, and gather reactions of students and teachers to the materials. Interested undergraduate and graduate students from the University of Minnesota have been invited to attend a series of evening meetings conducted by the center. On a strictly voluntary basis and with no course credits attached, these meetings were attended by about twenty-five persons each week for fifteen weeks last year and by a somewhat larger number so far this year. Personnel from the center are also participating in a series of informal discussions arranged by two teachers in the Minneapolis public schools who are presently using the materials. These teachers have invited colleagues who wish to learn more of the project to join in the discussions.

Development of tests. Two sorts of testing are of concern to the members of the center staff. First, several unit tests to accompany the materials have been completed and are printed with the units. Others are being prepared, in time, it is hoped, to be of help to teachers using the materials. Second, a test meant to measure knowledge of language concepts is being prepared. Different questions and different formats have been tried informally with high school, undergraduate, and graduate students. Revisions are being made now, and the test items will be used with as many high school students as possible, certainly with students in the Hopkins schools and in University High School in Minneapolis.

Information programs. Personnel from the center welcome requests to meet with groups of teachers and administrators. During the past calendar year meetings have been held with six groups of school administrators and over twenty groups of teachers.

Summary. Work will continue this year on all aspects of the program. Priority is given to the completion and evaluation of the materials and to the development of the test of language concepts. A more complete description of the University of Minnesota English Project is in preparation. This description will treat in detail the historical and contemporary procedures for the materials being developed and the assumptions about curriculum design which guide the work of the center.

Unit Titles

701	Introduction to the Study of Language
702	Changes in the Meanings of Words: I
703	The People Who Study Language
704	Introduction to Transformational Grammar
705	Syntactic Relationships
801	Our System of Spelling
802	Language Varies with Approach
803	Structures of Time, Mode, Manner, and Causality
804	Structures of Specification, Place, and Number
901	Language Varies with Backgrounds and Interests
902	The Dictionary: Describer or Prescriber?
903	Approaches to Grammar
904	Introduction to Paragraph Revision: Structures of Emphasis in the Paragraph
905	A Historical Study of the English Lexicon
1001	The Nature of Meaning in Language
1002	The Modes and Functions of Discourse
1003	The Language of Exposition
1004	Changes in the Meanings of Words: II
1005	Grammatical Formations
1006	Learning Our Language
1007	Dialects and Social Stereotyping
1101-A	Language Varies by Place: American English
1101-B	Languages Varies by Place: English in Other Countries
1102	The Language of Persuasion
1103	The Nature and Evaluation of Argument
1104	An Outline of Grammatical Elements
1201	A Historical Study of English Phonology, Morphology, and Syntax
1202	The Language of Evocation
1203	The Social and Psychological Implications of Language
1204	The Evaluation of Persuasive Discourse
1205	Linguistic Description

University of Nebraska

The Nebraska Curriculum Development Center originally proposed to do work in seven areas: (1) composition and the usable portions of classical rhetoric; (2) composition and the possibility of a new rhetoric: the rhetorical possibilities of "discourse analysis" and recent British studies of the philosophical "grammar and logic" of language; (3) composition and its relation to structural and transformational grammar; (4) composition and close reading: the teaching of literature and its use as a rhetorical or structural model; (5) the construction of criteria and tests for the measurement of excellence in composition; (6) the analysis of levels of student maturity at which basic composition "habits" or "patterns of decision" are formed; (7) the construction of criteria and tests for the correction of themes in the areas of syntax, logic, and persuasive strategy. The program:

First: Students learn to understand linguistic,

rhetorical, or literary forms by examining samples of those forms selected specifically to exhibit a pattern simply and baldly. They encounter an increasingly complex sequence of these forms.[4]

Second: All, or practically all, Nebraska Center elementary English study begins with a study of children's literature of a high order. Nebraska children study language in their literature units and come to understand it by analyzing carefully-selected samples of it or by playing "games" which provide them with clues as to how language communicates through system. The composition program asks students to write in a series of literary modes and to experiment with manipulating linguistic forms which they have studied. It does not make heavy demands on their capacity to intellectualize in discursive prose forms.

Third: The Nebraska Center's junior high units begin with a linguistic or literary core and move on to composition. Well over half the program is given over to the study of literary myths, heroes, genres. The Nebraska junior high school program includes a good many units which do not begin with a literary center and then move into language and composition. Rather, some units, from the beginning, ask that students investigate language.

Fourth: When Nebraska-program students complete their junior high years, they finish their formal study of linguistics "in isolation." From then on, they are expected to draw upon this knowledge in their analysis of literature and in the analysis of the syntax and style of their own writing; but they no longer do work in linguistic description *per se.* Much of their work may be described as work in linguistic rhetoric; some as work in classical rhetoric or modern British philosophy.

Details of the Structure:

Nebraska center units include generally a teacher packet and a student packet (secondary units). Units contain reading materials, background scholarship, study questions, etc. All units are composition units, either language and composition or literature and composition.

Elementary School:

Literature: studies in myths, comedies, romances, fables, satires, biographies, etc.
Language: structural studies of the nature of language, form classes, morphology, syntax, dialects, history of language, etc.
Composition: a) writing in a literary-rhetorical mode which the children have examined; b) experiments with manipulating linguistic structures.

The elementary program is too complex to be presented in a chart.

[4] The writings of Jean Piaget and Jerome Bruner are useful background here.

Literature and Composition Units:

Grade 7

God-and-man narratives: allegory
exemplum, symbol: Typical Readings: Tracks A, B, C

1. The Making of Stories—Rhetoric of literature unit
2. The Meaning of Stories—Rhetoric of literature unit
3. The Myth: Classical — 3. Greco-Roman myths and related poems.
4. Ancient Hebrew Narrative — 4. Hebrew narratives and related western poetry.
5. The Myth: Indian — 5. Iroquois, Cherokee, Tachi myths.
6. Stories of the American West — 6. Schaeffer, *Shane.*

Grade 8

The Hero: character, exemplum, point of view:

1. The Making of Heroes—Rhetoric of literature unit — 1. Crane, *The Red Gadge of Courage;* Hemingway, *The Old Man and the Sea; The Diary of Anne Frank.*
2. The Journey Novel Hero: The Picaro — 2. *Lazarillo de Tormes;* Cervantes, *Don Quixote;* White, *The Once and Future King.*
3. The Historical Novel Hero — 3. Forbes, *Johnny Tremain; Captain from Connecticut;* Tolstoy, *War and Peace;* Dickens, *A Tale of Two Cities.*
4. The Epic Hero — 4. *Beowulf; The Song of Roland.*
5. The Western American Hero — 5. Parkman, *The Oregon Trail;* Garland, *Son of the Middle Border.*

Grade 9

Genre: stylistic level, form, plot:

1. Attitude, Tone, and Perspective: The Genres—Rhetoric of literature unit
2. Satire: Formal and Menippean — 2. Orwell, *Animal Farm;* Wibberly, *The Mouse that Roared.*

3. Idea of a Play	3. Part of Aristophanes' *Frogs;* Beaumont and Fletcher, *Knight of the Burning Pestle;* Wilder, *Our Town.*
4. Comedy	4. Plautus, *The Rope;* Shakespeare, *Twelfth Night;* Shaw, *Arms and the Man.*
5. The Epic	5. Homer, *The Odyssey.*
Grade 10	
Theme: literary perspectives and tragedy:	
1. Man and Nature	1. Crane, "The Open Boat," "The Piper at the Gates of Dawn."
2. Man and Moral Law: Sin and Loneliness	2. Steinbeck, *The Pearl:* Coleridge, *The Rime of the Ancient Mariner;* Hardy, *Return of the Native.*
3. Man and Society: The Leader and the Group	3. Shakespeare, *Julius Caesar*; Kennedy, *Profiles in Courage.*
4. Tragedy	4. Sophocles, *Oedipus;* Marlowe, *Dr. Faustus;* Synge, *Riders to the Sea.*
Grade 11	
Theme and Genre: American themes and "genres":	
1. Man and Nature: Individualism and Nature: Autobiography	1. Thoreau, *Walden;* Emerson, *Essays*; Whitman, *Leaves of Grass;* Dickinson, *Poems.*
2. Man and Moral Law: Sin and Loneliness: Allegory	2. Hawthorne, *The Scarlet Letter;* Melville, *Billy Budd;* Twain, *The Adventures of Huckleberry Finn;* Faulkner, *The Unvanquished.*
3. Man and Society: American Materialism: Satire	3. Lewis, *Babbitt;* Eliot, *Early Poems;* Fitzgerald, *The Great Gatsby.*
Grade 12	
Genre and Theme: English themes and genres:	
1. Shakespearean Tragedy—Man and Moral law	1. *Hamlet.*
2. Christian Epic—Man and Moral law	2. *Paradise Lost, Faerie Queene.*
3. Augustan and Restoration Satire: Man and Society	3. Dryden, Pope, Swift, *Gulliver's Travels.*
4. The 19th-Century Ode, Sonnet, Romance—Man and Nature	4. Wordsworth, Coleridge, Keats, Shelley, Blake.
5. The Class Novel—Man and Society	5. Austen, Dickens, Hardy.

Language and Composition Units:

Meaning	*Grammar*	*Sound*
7. The Dictionary	Form Classes	Spelling*
8. Words and Their Meanings	Syntax	Phonology and Spelling*
9. The Uses of Language	Syntax and Style: Revision	Intonation and Punctuation*
10. The Rhetoric of the Whole Composition and Facts	Syntax and Style: The Sentence and the Paragraph	Intonation and Prosody*
11. The Rhetoric of the Whole Composition and Inference*	Syntax and Style in the Paragraph*	*
12. Composition units to be completed*	*	*

* Starred units are not complete.

New York University

The following report states the general purposes and aims of the New York University Linguistic Demonstration Center and summarizes the progress of the center to date under the direction of Neil M. Postman. In recent years, no aspect of language study has caused more excitement or puzzlement than linguistics. Teachers of English have watched with fascination the development of the science of language, a science that is inductive, objective, and systematic, whose tentative conclusions are stated in the language of description, not prescription. At the same time, teachers of English have been uncertain about the classroom implications and uses of linguistics. Before they abandon the content and methodology of traditional grammar, they want answers to such questions as these: What are the major purposes of teaching linguistics? Should there be emphasis on the methodology or results of linguistic science? In what sequence

should the concepts of linguistic science be taught? Which concepts are most likely to lead to improved language behavior? What kinds of materials are available? What teaching methods are most harmonious with the content of the subject?

The main purpose of the linguistic demonstration center is, through the media of television, to inform teachers of English, department chairmen, school administrators, and even members of boards of education of the sequences, materials, and, particularly, the methods that have been used and are being used in established linguistic programs. Methodology is stressed because linguistics has lent itself particularly well to inductive methods of teaching; that is, methods which present the study of language as a process of discovery, methods which stem from the assumption that language has patterns that are within students' powers to observe and analyze, and methods wherein the burden of intellectual activity is placed not on the teacher or textbook but on the student.

The main activity of the linguistic demonstration center has been the preparation of eleven television programs for presentation on New York's educational television station, WNDT (Channel 13). In general, each program has been a demonstration lesson in which teachers and students from cooperating schools simulate on television the activities of the classroom. We have completed eight programs and have three more in preparation. The programs are spontaneous, "live" classroom lessons, each focusing on some linguistic principle or methodology. In one program, for example, a class explores the question "Who determines what is 'right' in language?" Another program focuses on usage studies and sentence analysis. Another shows how teachers provide for individual differences among students. Still another demonstrates methods of inductive teaching in the area of grammar. Each program features commentaries by the staff or its consultants. Some of the telecasts included brief interviews with administrators (on in-service linguistic programs), department chairmen (on problems of initiating a linguistics program), teachers (on methodology and sequence), and students (on the effects of instruction in linguistics). Kinescopes of these programs made by WNDT will allow the work of the center to be extended far beyond the range of greater metropolitan New York.

Another service of the linguistic demonstration center has been to act as a source for consultation visits to various schools. Lectures by the staff or its consultants have been a regular feature of the visits. The staff of the center has also been available in an advisory capacity to assist administrators in the development of new linguistics programs. A final aspect of the center's activities has been to sponsor at least two meetings each year at which teachers of English, department chairmen, and school administrators listen to and exchange ideas with experts from the linguistics disciplines.

Northern Illinois University

The Northern Illinois University Curriculum Center, which began its work in June 1964, is preparing a curriculum in linguistics and composition. English teachers have, in recent years, been reading a good deal about structural linguistics and transformational grammar. Some linguists have claimed that these grammars will lead to a revolution in the teaching of composition. Others say that even though these grammars are inductive, objective, and recursive, and therefore more honest and interesting than the conventional classroom grammar, the study of grammar has demonstrably little or nothing to do with the teaching of composition. But there is little evidence to support either of these views.

We believe that the total grammatical structure of English is far more complex than any classroom grammar has yet presented it as being. Our grammars, no matter what approach they take, present the facts of our language only on a very high level of abstraction. They discuss "nouns," "adjectives," "adverbs," "verbs," "conjunctions," and the like, but they do not present co-occurrent sets of subclasses of nouns and verbs, nouns and adjectives, verbs and adverbs, etc. In simpler terms, our available classroom grammars now present to the student, only in the most rudimentary way, information about "what goes with what." When the student begins to move from the level of abstract grammaticalness, as represented by writing simple sentences, to levels of greater particularity, as represented by writing complex sentences or sentences containing many modifiers, he begins to have his most serious trouble. Accordingly, this curriculum center is attempting to answer two questions: Do any of the recent grammars of English have a greater relevance to the teaching of composition than does the traditional classroom grammar? Is the study of grammar in any way relevant to the teaching of composition in the twelfth grade?

To help answer these questions the Northern Illinois University Curriculum Center has involved fifteen experienced twelfth-grade teachers of English. These teachers represent schools in the northern one-third of the state from Lake Michigan to the Mississippi River. They come from large Chicago and suburban public high schools, from small-town high schools, and from Catholic and Protestant schools of various sizes. These teachers master the grammars, write materials, and teach these materials in pilot classes. While they represent a diversity of school situations, they share a common curiosity, capacity for hard work, and desire to experiment. The Center is staffed by the Director (Linguistics), and an Associate Director (English), both full-time in the summer and one-quarter time during the academic year. A typist assists the two-man staff when her services are needed, and two outside consultants are paid on a per-visit basis.

The center's plan of operation includes two eight-week summer seminars. Here the participating teachers are trained to teach the new curriculum and to write the test materials which will be placed in the hands of their students. The seminars are supplemented by eight Saturday meetings during the two academic years that the materials are on trial. During these meetings the Directors and participating teachers explore the ways in which the materials are valuable as linguistic materials and how they may be applied to the teaching of composition. Further, they criticize the materials and examine the writing which has resulted from their use. In addition to these Saturday meetings, the project directors visit the classrooms of the participating teachers.

In the spring of 1965, before the first summer seminar was held, a plan was drawn up for a tentative curriculum for this seminar and for the academic year 1965–66. The project director did not wish to prescribe a curriculum for the teachers, since prescription is not consistent with productive experimentation. Nevertheless, a tentative framework was constructed within which experimental materials could be developed and taught.

The questions asked cannot be answered by devoting attention wholly to any one grammar or to rhetoric. The assumption, proven reasonably valid in teaching, is that a pluralistic approach to grammar holds the best possibility for a fruitful curriculum. Further, the kind of pluralism proposed is not wholly conventional, if any combination of grammars can be called conventional. It was decided to build the curriculum around several grammars, an approach which is not usually associated with composition teaching. The first summer seminar began with readings from Bloomfield and Sapir. Discussion of these readings laid a historical groundwork for a structural grammar and pointed up the necessity for an inductive-descriptive, rather than a deductive-prescriptive approach. This unit was followed by a criticism of the handbooks used by the teachers in their own classrooms. Criteria for this criticism were formulated and papers were written which illuminated the differences among the various kinds of definition used in conventional classroom texts (semantic, functional, and emotional), between induction and deduction, between grammar and usage.

The large part of this summer seminar was spent studying a structural phonology and morphology. From this study emerged one hundred and seventy-five pages of written material, which is currently being tried in the classroom and will shortly be undergoing revision. Units in the history of the language, morphology and parts of speech, and segmental and suprasegmental phonology have already been produced. The latter materials are most interesting in their application to composition.

We are coming to believe that oral discourse and written composition may have more points in common than is usually assumed. Accordingly, we are trying to develop, among other things, an "aural-written" approach to the teaching of composition. In this approach we use some of the same techniques used in training the TEFL: analysis of recognition and production problems and the relationship between recognition and production, the construction of materials emphasizing such things as the production of unreleased stops in final consonant clusters, the relationships between juncture and punctuation, and analyses of the juncture of sentence-interrupters.

Audio-visual materials have also been developed. Most interesting are slide sets illustrating the production of phonemes, a combination slide set and continuous tape set illustrating stress, pitch, and juncture, and a cardboard "computer" which identifies, at one and the same time, a phoneme, its most frequent spellings, and an example of its occurrence. These materials have been distributed among the participating teachers and are now in use in the classroom. During the summer of 1966 the participating teachers and the project staff will complete the revision and editing of materials currently under trial. The second summer seminar will be devoted to syntax. We will take a look at the possibilities in stratification grammar and linguistic transformations. The bulk of the materials for the following school year will probably concentrate on a transformational syntax. With trial and revision of these latter materials, the center will conclude its work in August 1967. We hope that we will have produced a tested pluralistic curriculum supported by considerable evaluative data, which will enable us to begin answering the two questions we have posed.

Northwestern University

The Northwestern Curriculum Study Center, directed by Wallace W. Douglas, is preparing a series of lessons in the art of writing for grades seven to twelve. The lessons have sequence, increment, and development; but these qualities are derived rather from the nature of the subject matter than from the observable and assumed characteristics of children in their various developmental stages. Hence, though the lessons are presented as ordered and graded, the arrangement is by no means canonical. What is generally appropriate for most students in grades seven to eight may in certain situations be especially useful for, say, verbally skillful and socially advanced children in fifth grade, or, equally, for disadvantaged children in the ninth or tenth grades. Therefore the lessons are prepared to give teachers opportunities to exercise judgment and choice, according to the conditions they face.

The Northwestern lessons are based on four assumptions:

1) Writing is a process, and lessons designed to teach writing must be developed from what is known or discoverable about that process.

2) Beginning writers need much practice in all the activities that go into the production of written pieces; the preparation of papers is only one of these activities.
3) The writing class is not the place, nor papers the means, to normalize the dialectal forms in students' speech.
4) Style and such matters depend on the ability to see and gather material: *rem tene, verba sequentur.*

The Northwestern Lessons are lessons in the art of writing. "Art" is used here in the practical, not the honorific, sense. The intention is to emphasize the fact that writing is a process. "Now all Art," Aristotle says, "has to do with production, and contrivance, and seeing how any of those things may be produced which may either be or not be, and the origination of which rests with the maker and not with the thing made." But even without Aristotle, common sense would tell us that "writing" refers in the first place to an activity and only secondarily to a congeries of qualities that can be found, or at least looked for, in pieces of writing. It should not be forgotten that such terms as invention, disposition, and word-choice were originally applied to parts of the process of constructing speeches; only later was their significance transferred to the abstract qualities of the products of that process. Young people who are being asked to write need, first of all, to be taught how to do what writers do as they develop their writings from an original idea for a piece to the completed and complete whole. Only later do they need—and can they profit from—instruction in the analysis of the qualities of written pieces. At present students as beginning writers get much instruction in analysis of completed works, little in how works are brought to completion. The Northwestern Lessons attempt to correct the balance.

The starting point of the sequence is *Some Lessons in the Basic Processes of Composition:* a group of eighteen lessons. Part I (ten lessons) is concentrated on problems of Classification and Individualization, Part II (eight lessons), on Reporting Sensory Impressions. The lessons also introduce the concepts of audience and of writer's purpose; there is some work on style in the form of exercises in sentence development. Part I seems most appropriate for grade seven, Part II for grade eight. But the audience is not so much "children in grades seven and eight" as it is "children who are beginning to learn about writing as such or as a means of communication." Hence these materials should be usable, the necessary changes being made, in other grade levels, by teachers who intend to teach writing. The lessons were tested informally in 1964–65; as a result they were completely revised and considerably expanded during the summer of 1965. They are now being re-tested under controlled conditions. An interesting and potentially very significant by-product of the *Basic Lessons* is *A Teacher's Experience with Composition.* This is a set of lessons in composition adapting the principles and techniques of the *Basic Lessons* to the conditions of teaching a fourth-grade class in a Chicago inner-city school. These materials will be tested during the second semester at three schools in District 19, which is in the North Lawndale section.

The second stage in the Northwestern Lessons in Composition is *Lessons in Simple Forms of Public Discourse.* The significance of the title is this: the writing in the *Basic Lessons* is in the form of exercises; the purpose is to explore the resources of words and sentences, communication is secondary, and the problems of form in conventional writing units are largely untouched. In this second division of the Northwestern Lessons, on the other hand, children are introduced to some simple journalistic forms and to the relationships that a writer may have to his material and, through his material, to his central idea. Journalistic forms are used because only in newspapers and the commentary sections of some sorts of magazines can one find real (that is, existing in published form) pieces of writing that correspond to the word limitations of most assignments in composition classes. The writer's relationships to his material are analyzed as a report, analysis, and evaluation, the terms expressing different degrees of objectivity. The emphasis throughout is on the gathering and selecting of material. The purpose is to give students practice in making the decisions that lead to unified tone. The lessons, designed for the ninth grade, are now being tested at Taft High School in Chicago. Because analysis of finished pieces is a necessary (though perhaps not so essential as has been thought) part of the process of learning to write, the Northwestern Center has prepared lessons on the author's persona, so-called, and on prose style. The persona lessons are in two parts, for grades ten and twelve. The style lessons are prepared for grades eleven and twelve.

The Center has also prepared the following general papers on the theory of teaching composition: Composition in Seventh and Eighth Grade (by J. H. Hagstrum), On Teaching Composition (by W. W. Douglas), On the Concept of Persona (by W. W. Douglas), On Types of Prose: An Introduction to the Northwestern Curriculum (by Carl Barth, Stephen Judy, and Rita Hansen), On the Use of Models in Teaching Composition (by A. S. Dunning). The following units are in preparation or scheduled: for grade 8, On Paragraphing and the One-paragraph Piece; for grade ten, On Assignments and the Short-piece; for grades ten and eleven, Lessons in Academic Writing; for grades eleven and twelve, Lessons in the Formal Essay, Lessons on Usage; for grade twelve, Lesson on Logic; a unit on Speech (as a transition to Academic Writing).

Ohio State University
Project 5-0618

Ohio State University has received an Office of Education grant to develop composition units based on generative grammar and psycholinguistic theory

for grades seven to nine. Under the direction of Frank J. Zidonis and Donald R. Bateman, the Center, which began its work on 1 September 1965 and will continue until 30 September 1969, has the following objectives:

1. To identify in current generative grammar and psycholinguistic theory a set of operations that characterize the composing process.
2. To identify specific grammatical mis-operations and to construct a comprehensive description of expected compositional behavior for pupils in Grades 4–12.
3. To develop, field test, and evaluate composition packages for pupils in grades seven to nine based on linguistics and psycholinguistic theory setting forth a program to facilitate the production of well-formed sentences and to eliminate operations that produce malformed sentences.
4. To develop and evaluate a set of teacher guides for grades seven to nine embracing both the methodology and substantive materials necessary and appropriate for each grade level.

Procedures:

To Accomplish Objective 1: During the introductory stage of the project, specialists from linguistics and psycholinguistics will meet with the Center Staff in a series of extended sessions in order to develop a compendium of related psycholinguistic and linguistic operations. The linguist is not a specialist in psychology and the psycholinguist is not a specialist in generative grammar: they need therefore to interact with each other in order to identify those concepts and processes from their respective disciplines that are analogously related to each other. These will serve to formulate as guidelines for the curriculum study center the set of operations that characterize the composing process.

To Accomplish Objective 2: Prose samples will be collected from randomly selected pupils in grades 4–12 during the academic year 1965–66. The analysis of these prose data will make use of sentence evaluation techniques developed in Cooperative Research Project 1746. These sentence evaluation techniques consist of a Structural Complexity Score (SCS), a Proportion of Well-Formed Sentences (PWF), and an Error Change Score (ECS). The SCS is obtained by adding the number of conjoining, embedding, and deleting operations that occur in the production of a particular sentence. The PWF is obtained by dividing the total number of sentences into the number of well-formed sentences. The ECS is obtained by identifying occurrences of grammatical mis-operations according to these five classes: 1) mis-application of a transformational operation, 2) use of one transformation when another is required, 3) use of a transformation when none should have been used, 4) omission of a required transformation, 5) co-occurrence error: the use of mutually exclusive grammatical elements in simple sentences or in simple sentences underlying complex sentences. Such an analysis of student writing will provide an approximate grade scale expectation of grammatical mis-operations for grades four to twelve. This scale, together with the guidelines supplied by specialists, will be used to prepare the preliminary composition units during the year. The scale itself will be revised and formulated during the three years of the demonstration and evaluation stage.

To Accomplish Objective 3: The Center Staff will develop a preliminary set of materials based on these sources: 1) guidelines formulated by specialists in linguistics and psycholinguistics, 2) classroom tryout for materials developed in CRP #1746, and 3) materials developed from other research studies. The materials at this point will not have been sequentially ordered. Staff teachers will use these materials in various classrooms throughout the cooperating school system. Concurrently, they will be meeting in seminars with the Center Staff to learn how to analyze prose by use of the Sentence Evaluation Techniques of CRP #1746, to share findings with other teachers in exploring the feasibility of new curricular materials with pupils, to revise and expand materials, and to sequence materials for grades seven to nine.

To evaluate the over-all effectiveness of the composition programs, samples of writing will be obtained during the first three months of each year and during the last three months of the final year of the demonstration stage. The experimental classes will be exposed to a study of the composition packages; the control classes will study the conventional programs of composition. A Sentence Evaluation Techniques Score will be computed for each pupil. The principal comparison will be made by analysis of variance applied to the gains in scores, as in CRP #1746.

To Accomplish Objective 4: During the summer immediately following each instructional year, the Center Staff will prepare teacher guides, each containing: 1) a comprehensive exposition of the grammatical theory underlying the program, 2) a brief resume of the grammatical instruction that is presumed to precede and to follow the guide's scope, 3) illustrative exercises and drills for pupils, 4) detailed instructions for using pupil materials, and 5) a description of how the materials were developed.

University of Oregon

The Oregon Curriculum Study Center, which began work in September 1962, under the direction of Albert R. Kitzhaber, is entering the final two years of its project. The Center is developing a curriculum for grades seven to twelve, which should be adaptable for approximately the upper 85% of the students. The curriculum, sequential and coherent, is being developed along three independent but interwoven lines: the traditional triad of literature, rhetoric (oral and written composition), and language, with special attention to transformational grammar.[5]

[5] For an outline of the rationale of the Oregon Curriculum, see *PMLA*, LXXIX (September 1964, Pt. 2), 73–75.

Curriculum units in the three areas are written by teams composed of special consultants, University of Oregon personnel, and teachers from the schools. When a unit is written, it is tried out in the classrooms of seven cooperating school districts in Oregon and Washington. The student population of these districts is varied, ranging from predominantly rural (Coos Bay, Oregon) to densely urban (Seattle, Washington). After a unit is tried out, it is revised according to the suggestions of the teachers. The revised unit is tried out again the following year, and is again modified after its second trial.

At the present time, the complete curriculum for grades seven to eight is being taught for the second time, having already been revised once after its first trial. The complete curriculum for grades nine to ten, written during the academic year 1964–65, is now undergoing its first full-scale trial in the classrooms. The current year will see the writing of the curriculum for grades eleven to twelve; 1966 will be devoted to the final testing and revision of the entire curriculum. Tests are being prepared to accompany the curriculum. Although this phase of the project is currently behind schedule, the assignment of additional item writers is rapidly closing the gap.

An NDEA English Institute, modeled on those given independently by the Oregon Center in the summers of 1963 and 1964, and closely coordinated with the experimental curriculum of the Center, was held during the past summer. Courses were offered in Applied Criticism, Rhetoric of Oral and Written Discourse, and Structure and History of English. By design, approximately 60% of the seventy-five teachers in the Institute were chosen from the seven participating school districts, thus adding substantially to the number of qualified pilot teachers in the project. In addition, several of the seven school districts subsidized other teachers from their own staffs to send them to the regular University summer school, in which the same three Institute courses were also offered. We now have in the seven districts a core of nearly 150 pilot teachers who have been trained to teach the experimental curriculum.

Literature

The literature curriculum in grade seven introduces the fundamental concepts of Subject, Form, and Point of View around which the six-year sequence is built. While some lyric material is introduced, the bulk of the year's work is concerned with narrative forms—ballad, myth, short story, fable. By the end of the year the students are able to deal with various avenues of approach to literature; they have made a firm beginning in the close reading of various types of narrative; they have learned to approach a poem without too much trepidation; and they have begun to develop a familiarity with an important part of their literary heritage.

Grade eight introduces other forms of literature, such as drama, the novel, the essay, and autobiography, as well as continuing with forms introduced the previous year. The eighth grade carries the curriculum to a logical, though intermediate, conclusion. By the end of these two years the students will have experienced all the major types of literary expression; they will have brought to their treatment of these types more mature acquaintance with key concepts and critical vocabulary; and they will have been introduced to some of the basic themes with which literature deals.

Grades nine and ten can best be regarded as transitional. One of the major aims of these grades is to give the students as wide a background as possible for the work of grades eleven and twelve. Another is to study at a more mature and sophisticated level the concepts and genres introduced in the earliest years, with special emphasis given to the thematic aspect of literature. Thus *Huckleberry Finn*, in the tenth grade, is studied both as a narrative form with its own individual structure and organization and as a representative of the journey motif used as a vehicle for irony and social and moral criticism. Similarly, the *Odyssey* introduces the concept of epic form, while at the same time treating on a more sophisticated level the mythical and legendary material studied earlier in myths (grade seven) and Arthurian legends (grade nine).

The curriculum for grades eleven and twelve is only now being written. Our current thinking favors a formalist approach to the major genres in grade eleven, and a thematic approach cutting across generic lines in grade twelve. The one approach provides the x-axis of which the other is the y-axis. At the end of the six years, we hope that the student will be able to read intelligently and with some sense of perspective any work he may encounter in either college courses or recreational reading.

Language

In the language curriculum we have tried to rely upon sound linguistic scholarship and to give students a scientific approach to the structure of their language and an appreciation of what language is. We are developing two areas—one concerned with grammar, the other with the related areas of history, phonology, etc. The grammar is transformational, beginning in the seventh grade with the basic structure of the "kernel" sentence, defined in eighteen phase structure rules. These are organized so that they can be expanded periodically as students are better able to comprehend linguistic complexities. The eighth grade introduces transformations, both single base (e.g., questions and passives) and double base (compound structures, relative clauses leading to adjectives, possessives, etc.). In the ninth and tenth grades we expand the grammar internally by developing more sophisticated notions of the determiner, the negative, the imperative, and various kinds of elements attached

to the transitive verb—particles, indirect object, and complements. This much of the curriculum has been written and is being tested.

In the eleventh and twelfth grades we intend to introduce only a few new elements—derived nominals and modifiers, adverbial clauses—but will try to draw together concepts which have been developed earlier in order to explore some overall linguistic principles such as the infinite recursiveness of language, the necessity of ordering rules in a generative grammar, the concept of form vs. function, and the cross-classification which occurs. In the twelfth grade we hope to relate the transformational approach to syntax to problems of rhetoric and style analysis in literature.

The second part of the curriculum starts in the seventh grade with social and regional variations in language. The eighth grade deals with writing systems and introduces phonology. The ninth and tenth grades include units on the syntax and phonology of Shakespeare. In the last two years we plan to have units on the history of language—both internal and external—and to touch on methods of linguistic research as they relate to the origin and development of language and to language families.

Rhetoric

The curriculum in rhetoric seeks to teach students to write and speak effectively. Such a curriculum must face the considerations of purpose, audience, and "voice" from the earliest years. It must also, in a sense, be a "how to" curriculum. The three basic kinds of "how to" which undergird the work in rhetoric are, first, *substance*, or how to explore, systematically and responsibly, the world of facts and ideas for the subject matter of communication; second, *structure*, or how to give order and development to this subject matter; and, third, *style*, or how to use most effectively the special qualities of words, phrases, and sentences to achieve the rhetorical purpose. These categories are, of course, not airtight compartments; they are all part of the rhetorical art. In the "spiral" nature of this curriculum, where skills required at the most advanced levels must be worked on at the elementary levels, these terms merely designate a shift in emphasis from one part of this art to another, not a "topic" to be "mastered" and then abandoned in favor of something totally new.

Within the three categories of substance, structure, and style, the materials in the new curriculum move, generally, from the familiar to the novel, from the concrete to the abstract, from the simple to the complex. In the seventh grade, for example, the student begins with what he knows best, people, places, animals, events—the familiar and the concrete—and with simple narrative, and some imaginative, writing. In the eighth and later grades, this emphasis on the student's own personal world is progressively expanded into more conceptual realism. The ninth and tenth grades emphasize these more advanced considerations of subject, structure, and style by focusing upon various purposes for writing and speaking, upon semantics and logic, upon means of expanding and supporting generalizations, and upon further imaginative writing. Planning for the eleventh and twelfth grades now calls for a stress upon persuasion, in its widest sense, and a final emphasis, through the personal essay, upon a mature and graceful style as an expression of the final unity and effectiveness of the art of rhetoric.

Purdue University

Respectable as the word "integrated" in Purdue's project title may be, the less fashionable label "contextual" comes closer to what we are about. In fact, what comes closest of all to pinning down the kind of instructional units we are writing is the somewhat left-handed label, "opus-centered." Originally we intended this as an ironic epithet. We were alluding to "theme-centered units" and such other centerings as either used a literary work to support a sociogram or ignored the literary work altogether. It was almost as if the work had no reason for existing in its own right, as if studying it as literature were something scurrilous like sex or politics rather than something humanizing and civilizing. One of our first assumptions, then, is that "literature," as Harold Martin has put it, "is quintessentially our subject."

Not that we propose to take anything away from the linguists. Certainly the structure of an utterance signals meaning aside from its lexical content. Certainly our language consists of characteristic sentence patterns. That the most basic of these, the subject-predicate pattern, transforms to a passive, an interrogative, a negative, an emphatic, a progressive, and so on, is an imaginative re-ordering of what we have always known. Certainly scholarship in language history, dialects, and usage should make a difference in what we teach young people about our language. If Miss Fidditch can only understand cultural levels and functional varieties of usage (to say nothing of its more ambiguous five clocks) she can perhaps be disabused of fixing on "correct" vs. "incorrect." Miss Fidditch has, after all, been slavish to robot textbooks of utterances no civilized person has ever spoken or written. We can only hope that her successors among teachers and text writers will be better read. Her text was (and, alas still is—whether traditional, structural, or generative) an out-of-context book in which somebody throws a ball in the first sentence; somebody decorates a room in the second; and in the third, we all cross the Gobi desert at night. Perhaps one reason Miss Fidditch is given to devoting an entire semester to grammar of any kind is that it is so patently innocuous. She has been browbeaten by the censors; ideas, as Justice Holmes said, are dangerous.

But even as we agree that the language leg of our tripod has something more to stand on than just

grammar(s), we question whether devoting an entire semester to language is pedagogically sound for the secondary grades. (In graduate or upper college courses the splintering is of course more appropriate.) Somewhat like the Gleasons of today, but perhaps more like the Kittredges of yesterday, in our opus units we try a whole-tree approach to literacy and articulateness. Language is an inextricable part, but only a part, of whatever we read, write, and say. We exploit in our lessons whatever each literary work demands in language and rhetoric study, but always ancillary to what the opus demands that the pupils understand by its viable meanings through a study of its structure, values, texture, and imaginativeness. In short, literature is our target language. We steep pupils in reading; then we involve them in writing and speaking about what they have read. We also involve them in writing and speaking about their personal experiences that the literary work echoes. We do not discourage them from talking and writing about their other experiences even if not archetypal and mythopoetic. But we know that, limited to their own experiences so far, they suffer from an insufficiency of data. Nor do we stop at merely "furnishing their minds." We are trying to educate their imaginations and their aesthetic sensitivities. Some of our kinds of lessons are reflected in the following table of contents for our unit on *A Midsummer Night's Dream.*

Opus Unit for Grade 7 (5 to 6 weeks)
Preface
Pretest

Initiatory Lessons

1. Teacher's presentation. Short movies on backgrounds. Assignments of further background topics (encyclopedia work).
2. Pupil's oral reports on backgrounds (Shakespeare; Shakespeare's England; Elizabethan theater; sports, pastimes, and revels, including the Night before St. John's Festival).
3. The *donnée.* Setting (pseudo-Athens accommodated to Elizabethan England). Dramatis personae (who's who among the individuals, the pairs, and the groups). Quiz and discussion.
4. The *donnée.* Plot and sub-plots. Graphs, quiz, and discussion. (*Optional:* The movie may come here, or it may be reserved, in an academically-talented class, as a dessert. In classes of median abilities and below, the movie serves as a *gestalt.* In fast-track classes the movie is discussed as an art form in its own right, compared and contrasted with the play.)
5. (or 5 and 6) Pupils follow parallel text as they listen to phono-recording. (The Old Vic cut version takes no more than one class period.)

Developmental Lessons

6. Vocabulary and allusions in context. Research, quiz, and discussion. (Optional: Pupil lexicographers compile *AMND* Dictionary.)
7. Usage and dialects. Cultural levels and functional varieties. Prestige dialects of the lovers; of the tradesmen. Substitution drills.
8. Grammar of *AMND.* Characteristic sentence-patterns. Transformations of basic patterns. Poetic inversions. Teacher-pupil dialogue and board work.
9. Genre and mode. *AMND* as a play, as comedy, as romance, as pageant and dance. Masque and anti-masque. Bottom's skit as parody. Teacher-pupil dialogue. Oral interpretations.
10. Worlds of the characters: the world of senior authority, the world of the lovers, the world of the fairies, the world of the tradesmen. Clash or mesh of these worlds as comedy and art, comedy as incongruity. Bottom's pretentiousness, comedy as affectation.
11. Oral interpretation. Pupils read assigned parts aloud.
12. Poetry in *AMND.* Imagery. Metaphor and other figurative language. *AMND*'s poetry contrasted with its prose. (T-P dialogue and board work.)
13. Levels of meaning in *AMND.* Allegory and symbolism. (T-P dialogue.)
14. Themes and thematic values in *AMND.* (T-P dialogue.) Pupils' one-point speeches in defense of one interpretation or another.
15. Expository writing: topics and topic analyses. Board work.
16. Expository writing: from topic to thesis statements. Composition laboratory: pupils compose thesis statements.
17. Expository writing: developing thesis statements into short-statement outlines (thesis question, two answers, and for each answer at least two supporting citations from the primary text). Shooting circular reasoning in the answers or arguments. Composition laboratory.
18. Expository writing. Pupils write first drafts of papers (250 words) in class. Group processing and sharing (may carry over to next lesson).
19. Expository writing. Revising first drafts, which teacher has annotated and returned. (While pupils write revisions, teacher confers with individuals.)
20. Imaginative writing #1: Informal essays or, as manageable alternatives, journal-entries in prose or verse on topics elicited by *AMND* yet related to pupils' personal experiences.
21. Imaginative writing as a discipline. Teacher and pupils settle on one genre (e.g., one of the songs in *AMND*). Two or more lessons are then devoted to composing and refining songs like the Shakespearean model, but on topics related to the pupil's experiences.

Culminating Lessons (Choice of One or More)

22. Pupils produce a broadside ballad sheet (small group of balladeers). One or two of the ballads or songs may be sung to guitar accompaniment.
23. Pupils produce their modernized version of "Pyramus and Thisbe."
24. Pupils hold kangaroo court: Egeus vs. the young lovers.
25. Pupils produce a newspaper ("Minerva" or "The Athenian Gazette" or "The Athenian Craft Guildsman)."
26. Movie (if not previously shown) followed by a challenge paper: "Shakespeare as the Fellini of His Day" or any other topic comparing the movie and the Post-Test play.

The opus units prepared under the direction of Arnold Lazarus are addressed to all but remedial seventh graders. We take remedial to mean youngsters retarded more than two grades in their read-

ing. Our lessons are written for median abilities, but each lesson contains "challenge" activities and assignments for the bright; "manageables" for the slow.

In addition to *A Midsummer Night's Dream*, we have written first drafts of units for *The Odyssey*, *Treasure Island*, *Life on the Mississippi*, *The Yearling*, *Kim*, *The Diary of Anne Frank*, *Hiroshima*, *The Ox-Bow Incident*, *Visit to a Small Planet*, and certain parts of *Spoon River Anthology*. This summer we shall be writing revisions of these units and first drafts of units for *Aesop's Fables*, Job, Ruth, and one or two other works—prose and verse, fiction and non-fiction, classic and contemporary. The nineteen participating teachers from eighteen junior high schools mostly in Indiana have themselves nominated and selected the literary works.

We have several strategies for measuring how much difference, if any, our program makes on our 1800 participating youngsters. One of our most objective measures is the ETS "STEP" in READING and WRITING. Happily we share the STEP objectives. We have local as well as national normative data on the pupils. We know how a pupil not involved in opus-centered studies performs at the beginning and at the end of the seventh grade. We are also trying to measure or at least put a scale-value on the pupils' growth in expository writing. Fifty-four members of our Purdue English staff, among them most of our senior professors, are reading, annotating, and scoring 5400 of the papers written by the participating pupils. As we try out these units in the classrooms of the participating schools, we keep revising and refining. By the summer of 1967 we shall submit to USOE the ten units that have proved most successful in the ways we have been able to measure. If our experiment is successful with seventh graders, we hope to continue our work for the other secondary grades.

Syracuse University

The contract for the Syracuse University-Jamesville-DeWitt Demonstration Center, under the direction of William D. Sheldon, will be fulfilled in June 1966. Two purposes will have been accomplished: the production of ten motion picture films on reading instruction in secondary schools, and the development of a Center to demonstrate a secondary school reading program.

The Film Series

The film series is designed to aid in-service programs in school districts which have little or no recourse to university services. The series is directed to teachers of all subject areas, with each film treating a separate topic related to reading instruction at the secondary level. Particular emphasis is given to methods and materials by which teachers develop subject-related reading skills as part of their regular instruction. Manuals which guide the viewers' exploration of the topics supplement the films. Each manual includes illustrative material, points for discussion, suggested activities, and a bibliography of recommended readings. The title and a brief annotation of each film follows:

Film One: "Organizing the Reading Program"

Procedures are suggested for initiating secondary reading programs. Survey of needs, personnel required, alternative programs and answers to typical questions are explored in this film.

Film Two: "Analyzing Reading Achievement"

A social studies teacher compares standardized test scores with results from an informal test which she designed to measure performance on reading skills related to her subject. She organizes her instruction to meet students' needs uncovered by testing. Teachers from other content areas follow similar procedures.

Film Three: "The Handicapped Reader"

Do poor readers suffer from deficiencies in specific skills or from general lack of ability? This film explores differences between two students experiencing problems in reading, the methods used to discover the differences, and the instructional procedures which meet their needs.

Film Four: "Vocabulary Development"

What can teachers do to help students improve their reading vocabulary? Instructional techniques are suggested and teachers apply them in various subject areas.

Film Five: "Developing Comprehension Skills"

How do teachers help students to use appropriate skills as they read their assigned texts? A history teacher shows her students how to apply reading skills which are also emphasized by the reading teacher in the direct-instruction program.

Film Six: "Reading to Remember"

Study techniques applied by efficient students are examined and teaching procedures for developing study skills are illustrated.

Film Seven: "The Library and the Reading Program"

The contribution of the library and the librarian to the all-school reading program is shown. However, the emphasis is on ways in which subject-matter teachers guide students in the efficient use of research and study skills.

Film Eight: "Developing Skills for Reading Literature"

Specific skills needed for reading imaginative literature are developed in brief excepts from lessons at various grade levels.

Film Nine: "Efficient Reading"

Good readers can become better readers by applying their skills more efficiently. Seniors develop this efficiency in an Advanced Reading Class. The film examines various pressure devices aimed at increasing rate of reading.

Film Ten: "Report from the Reading Coordinator"

This film highlights how various resource people help teachers to implement a program for teaching reading in their subject areas.

The Demonstration Center

During the three years of the project, an all-school reading program which can be studied as a model by teachers and administrators from other schools has been developed. As part of this project, the Jamesville-DeWitt School District has been

host to visitors from various states who have conferred with the coordinator, observed classes, talked with teachers, and viewed and evaluated various films in the making. The project will be concluded with an Invitational Conference on Secondary Reading on 20–21 May. The films will be shown and a report given on their field-testing. Speakers will discuss the importance of three aspects of the Center: School Centered Research; In-service Education; Secondary School Reading.

Tuskegee Institute

On 1 October 1964 the Department of Health, Education, and Welfare approved a research project at Tuskegee Institute, Alabama, under the direction of G. T. Dowdy. The primary objective of his project was to identify the causes of functional illiteracy among adults in Macon County, in which Tuskegee Institute is located. The secondary objective was to develop new ways to teach functional illiterate adults communication skills: speaking, listening, reading, and writing; computative skills: addition, subtraction, division; the importance of civic responsibility; good health and sanitation habits.

In an attempt to achieve the secondary objective, five teaching centers were opened, three in the most rural sections of the county and two on the college campus. The centers were open to workers who were functioning at or below the eighth-grade level. Although adults who participated in the classes on the campus initially encountered as much difficulty as those attending rural centers, they soon began to progress more quickly. An initial extended period of oral conversation and observation awakened the curiosity and interest of the participants. A period of testing and observation followed. Tests revealed that two-thirds of the class had received no phonetic training in previous grades, knew little about grammar, punctuation, and spelling, and read poorly.

A preparatory unit on vocabulary exploration was introduced in game form. Each member of the class was called upon to say a word beginning with "A." After each person had responded, the games proceeded with each member saying, defining, and spelling the word that he or she had said. This procedure continued throughout the alphabet. Some members of the class who had not completed the first grade were able to participate by using very simple words. The results of this exploratory unit served as a planning index for the instructors.

The oral conversations, the diversity of the participants' interests, and the results of the tests spurred the instructors to write short stories unique to the indigenous setting. These short stories treated a variety of simple topics of great interest to the participants: good family relationships, reading and comprehending application forms for employment, how to approach officials in public offices, seeking employment intelligently, and good table manners. Having discussed these stories, the instructors moved into areas of day-to-day living: proper letter writing, proper check writing, making accurate orders to mail order companies, preparing family budgets, grocery lists, and filling out application blanks. It was appalling to note how much some conventional adult educators have taken for granted. Functional illiterate adults must be viewed in the academic sense as "children," but by virtue of age and experience they must be treated as adults who have much to offer, but have never been given an opportunity to do so. True, they cannot write letters, checks, mail orders, or even their names, but when they are exposed to academic experiences great abilities may be unlocked. Once the adult educator can successfully identify the participants' areas of interest, the teaching process and the learning process become a fascinating intellectual exercise for the participants. For example, in one rural class the twenty participants were asked to select from one hundred short motion picture films those they would like to see, write, and talk about. In the selection of the films, the democratic process was taught and applied. Because time did not permit showing the thirty films initially recommended, the participants voted on the twelve which could best fit into the teaching schedule. At that moment many in the class understood the democratic process for the first time. When they voted on two films entitled "Welcome to Washington" and "Hunting Opossum," "Welcome to Washington" got eleven votes and "Hunting Opossum" got nine votes, even though this was a rural area. The opossum hunters took their defeat gracefully, rationalizing, of course, that they knew something about opossum hunting and nothing about Washington.

We have found films extremely useful in attracting the attention of functionally illiterate adults, providing, of course, that they themselves select the films which interest them. After each film each participant was asked to tell what he saw and remembered about the film. The instructor, and in some instances recording machines, recorded *exactly* what was said by the participants. At a subsequent class meeting, the participants were asked to write what they said they remembered about the film. Even if the participant had never before written, the instructor showed him how to hold a pencil and to write what he had seen. Sometimes what one remembered about the film could not have been said in worse English, but he was shown how to write it down. When everyone in the class had finished writing his resumé, the instructor discussed each paper and then asked the class to write what had been said in correct English. The instructors used the films which the participants selected to develop or improve memory span, writing, reading, speaking correct English, and pronunciation.

In the five centers the instructors maintained eighty-five per cent of the participants in class. The

functional illiterate adults accepted their instructors as persons with whom they could fraternize in the process of learning how to read, write, and speak good English. The interests of the participants were accurately identified. Participants were treated on the basis of individual need, and dedicated teachers gave much more than required.

It has been our experience that there are no poor students in the field of informal adult education, but that there are several areas in which the teacher of adults can commit serious errors difficult to overcome. In our judgment, the most important phase in teaching functional illiterate adults English or any other subject matter is the orientation phase. Two or three weeks of purely informal discussions on matters of interest to the adults are by no means too much. These discussions should serve two basic purposes: 1) getting to know the participants and their problems better, and 2) a demonstration of speaking proper English by the instructor.

University of Wisconsin

The Wisconsin English Study, now in its third year of operation, is a far-flung, statewide program of in-service education, involving every grade level school teacher of English who consents to join the activities of the Center. In a continuing awareness of the need to meet and understand new professional and practical changes in English, more than 8000 elementary-secondary teachers and administrators have become voluntarily involved during the first two years in developing sound approaches to the teaching of literature, speaking, and writing. This statewide cooperate effort brought about two experimental K-12 guidelines, *Teaching Literature in Wisconsin*, published in January 1965, and *Teaching Speaking and Writing in Wisconsin*, published in January 1966.

The principal aim of this Center is to involve every school system, every separate school, and, so far as is feasible, every teacher concerned with the language arts. The anticipated outcomes are twofold: 1) to bring to teachers new ideas, fresh approaches, and stimulating materials to awaken a new interest in the language arts, leading to better teaching and the improved performances of students, and 2) to create, test, try experimentally, and finally to adopt sound curriculum materials resulting in a developmental pattern of growth from kindergarten through grade twelve in literature and reading, in written and spoken English, and in knowledge of the English language. The final goal is the publication of three curriculum guides setting forth a growth curriculum in the English language arts.

The marked success of working closely with the present network of teachers is principally due to the operational structure of the Project itself. Jointly sponsored by the State Department of Public Instruction in collaboration with the Wisconsin Council of Teachers of English, the Wisconsin Speech Association, the Wisconsin Council of Teachers of English, the Wisconsin Journalism Teacher-Adviser Council, the nine Wisconsin State Universities, and the University of Wisconsin, Madison-Milwaukee, the Study is a continuation of a statewide curriculum activity initiated in 1959. Herein lies the leadership and machinery to undertake such an ambitious approach to curricular exploration. This strong alliance represents a flexible cadre of experienced educators readily available and willing to assist the Project staff when called upon. To date, every University asked to assist the Project has given generously of its services and facilities to help promote the six invitational workshops held on its campuses. The two-week creative writing workshops in literature and in speaking and writing were held in the summer at the State Universities of Stevens Point in 1964 and River Falls in 1965. Four additional one-week invitational workshops met concurrently at the State Universities of Eau Claire, Oshkosh, Whitewater, and Platteville. Most of the special committee and conference meetings were held at the University of Wisconsin-Madison.

Beginning the concentration in speaking and writing in August 1964, Dr. Robert C. Pooley and Dr. Leonard V. Kosinski, Director and Associate Director of the Project, have been writing materials, distributing informational bulletins, and conducting meetings to discuss the issues raised by teachers of English throughout the state. The Directors have made more than one hundred personal visits to schools in all parts of Wisconsin in the second year, reaching over 5000 teachers.

To aid the discussions of teachers who are planning curriculum changes and improvement in the teaching of writing and speaking, two series of bulletins were issued from October 1964 to May 1965, one for teachers of grades K through 6 entitled *English Encountered*, and the other for teachers of grades 7 through 12 entitled *Secondary English Bulletin*. Subjects such as Principles in Speaking, Principles in Writing, Creative Writing, Theme Evaluation, and Composition Assignments were developed for discussion and group response. Each month more than 3000 copies reached teachers in more than 250 voluntary committees. In larger school districts, such as Milwaukee, Green Bay, and West Allis, additional copies of the elementary and secondary bulletins were used as focal points of discussion among thousands of teachers at their departmental meetings. Responses from group leaders indicated a high degree of interest and a rewarding development of ideas. The summaries of these ideas are being carefully assembled in the Curriculum Project office for use in preparing a statewide curriculum guide.

Although the project will publish three experimental series devoted to literature, the expressive arts, and the English language, we do not view the English Language Arts as separate or separable.

On the contrary, we hold the strongest convictions concerning the essential integration of experience with one's native language. We hold that reading, writing, speaking, and listening are forms of experience with English which are applicable to practically every English language lesson. Therefore, even though *Teaching Speaking and Writing in Wisconsin* is devoted to a growth curriculum, it also assumes that speaking and writing are essential to the study and appreciation of literature. In this context literature should contribute much of the content of programs of speaking and writing. Similarly, although the forthcoming third volume will be devoted to language and grammar, we conceive that the purpose of knowing about language is to be able to use it effectively, and that grammar as a system of describing English is useful principally in developing command of the patterns of English structure for more mature speaking and writing.

The findings of a recent investigation, *Survey of Teachers of English in the State of Wisconsin*, conducted by Dr. Pooley and Dr. Ruth Falk, Project research assistant, were published in September 1965. This survey asked important questions about the preparation and teaching conditions of teachers of English at the seventh through twelfth grade levels. A total of 3123, or nearly 91 percent, of the teachers of English responded to a questionnaire sent from the Project Center. Much of the credit for computing the returns belongs to Mr. Donald Russell, Director, and Mrs. Barbara Berg of the Data Processing Division of the State Department of Public Instruction. Special thanks are also given to Professor Jarvis E. Bush, Executive Secretary of the Wisconsin Council of Teachers of English, for arranging to send the Survey as a Special Bulletin (Number 12) at no cost to the active 7–12 grade level committees of the Project and current members in good standing of the WCTE. (Additional copies are available at 50¢ a copy from the Council's office, Wisconsin State University-Oshkosh, Oshkosh, Wisconsin.)

The second year of the Project led to the production of the materials at the creative workshop last summer, allowing eighty selected elementary and secondary teachers to discuss and evaluate them at the four summer one-week workshops. *Teaching Speaking and Writing in Wisconsin* has been carefully edited and written into final form (November 1965) and is earmarked for early publication. The form and style of this second compendium will be similar to *Teaching Literature in Wisconsin*. The policy of distributing over 4000 free copies to every Wisconsin elementary and junior and senior high school by the State Department of Public Instruction will be continued as in the previous year. Some 6000 additional copies of *Teaching Literature in Wisconsin* were ordered last summer directly from the publisher to be distributed to the NDEA Institutes. In January 1967 the Directors hope to introduce the third and last experimental compendium, *Teaching the English Language and Grammar in Wisconsin.*